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ABSTRACT

The chapters in this book were prepared 10 years ago primarily from a developed nation's perspective. Only minor references were made to the black people of South Africa. The principles, methodologies, and methods described in the chapters still may be valid for certain sections of South African society but should be revised to be applicable to the whole society. Since 1987 all aspects of South African society have been subject to change. To determine the type of service required in the new South Africa, consideration must be given to the nature and extent of family-related problems and external influences on family life. To achieve this objective, an overview and epilogue are given of major events to impact family life since 1987. The book is divided into a preface describing the original research (L. W. Harvey), six parts and an epilogue updating key factors from the original research (I. Snyman). The titles of each part include: (1) "Research on Family Enrichment" (E. W. Harvey); (2) "Evaluative Research on Family Enrichment Programmes" (Annemie de Vos); (3) "The Family, Psychopathology, and Services" (J. D. van Wyk); (4) "Research on Divorce Counselling" (S. M. van Staden); (5) "Research on Pastoral Services in Respect of Marriage Problems" (C. de W. Lombaard); and (6) "Research on Available Counselling Services for Children" (S. H. van Wyk). Each part concludes with its own bibliography. (EH)

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Marriage & family life in SOUTH AFRICA

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theme 7

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Preparation
for family life,
family enrichment,
family counselling
and
available services

R4,500

Marriage and family life in South Africa: research priorities

Theme 7: Preparation for family life, family enrichment, family counselling and available services

Marriage and family life in South Africa: research priorities

Theme 7

Preparation for family life, family enrichment, family counselling and available services

HSRC
PRETORIA
1997

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Preface

LW Harvey

This publication contains the following chapters:

- Research related to family enrichment. This chapter covers family enrichment as practised in South Africa, research related to family enrichment and proposed topics for research.
- Evaluative research on family enrichment programmes. Programme evaluation is defined, South African research on family enrichment is discussed and suggestions are made regarding further research.
- The family, psychopathology and services. The chapter discusses the role of family factors in the development of psychopathology. An account is given of South African research and global priorities.
- Research on divorce counselling. Research methodology and results obtained are discussed.
- Research on pastoral services related to marriage problems. This chapter looks into the nature of pastoral services related to marriage problems. Information was gathered by letters/questionnaires sent to relevant institutions.
- Research on counselling services for children. Case studies were conducted at various universities and conclusions were reached with regard to counselling services for children.

These chapters were prepared ten years ago primarily from a First World perspective. Only minor references were made to the black people of South Africa. The principles, methodologies and methods described in the chapters may still be valid for certain sections of our society but should be revised to be applicable to our whole society. Since 1987, all aspects of South African society have been subject to change. In developing research protocols in the field of family life, cognizance has to be taken of political, economic and social change and its effect on families and communities. Addressing family needs goes beyond family enrichment and counselling. To determine the type of service required in the new South Africa, consideration must be given to the nature and extent of family-related problems and external influences on family life. To achieve this objective an overview is given of major events and publications pertaining to family life since 1987.

Conceptualization of the family

In recent years the definition of the family has increasingly been debated and therefore needs to be qualified for the purpose of this section. With regard to the definition of the family, O'Connell (1994:1) states:

> Any model of the main characteristics of the family at the end of the twentieth century must strive to reproduce the dynamic character of the phenomenon: it has to put emphasis on the changes in the family, both as an institution of society and as framework of individual life.

The changed conception of the family is also evident from the definition of the family in the White Paper on Welfare (Ministry for Welfare and Population Development, 1995):

> Family: Individuals who either by contract or agreement choose to live together intimately and function as a unit in a social and economic system. The family is the primary social unit which ideally provides care, nurturing and socialisation for its members. It seeks to provide them with physical, economic, emotional, social, cultural and spiritual security. The family presents itself in a variety of forms and structures, all of which are acknowledged in this document.

It seems to be more accurate to speak of families than to speak of the family. Besides the nuclear family, there are other family forms such as the extended family, the three-generation family, the co-habiting family and the single-parent family. Each of these family forms displays its own dynamics, which should be recognized in research.

The National Plan for Family Life

The National Plan for Family Life was approved by the cabinet during 1987. The aim of the plan was to realize the highest quality of life for all the inhabitants of South Africa. The plan had the following objectives:

- Preparation for marriage and family life
- Promotion of the quality of marriage and family life
- Dealing with marriage and family dysfunction and pathology.

Though the plan was devised mainly from a white perspective, many changes to accommodate the other population groups were effected in later years. Of particular significance for this section are discussions on the national plan in 16 regions of the country from November 1990 to April 1993. On assignment from the

Department of Welfare, De Vos (1995) analyzed and interpreted information collected during these discussions. From the analysis of the data the following key family problem areas were identified by De Vos (Appendix C, 1995:2):

- Unemployment, which impacts directly on the family.
- Family relationships affected by defective communication.
- Parent-child relationships affected by the weak and/or absent father figure and strong mother figure and illiteracy of parents and children.
- Marital relationships characterized by defective communication.

The family itself, women's groups, youth groups, support and care groups were identified as resources in the community. The priorities selected by the representatives of the 16 regions are the following:

- Unemployment
- Housing needs
- Education at all levels. (De Vos 1995:15)

Although a developing community may give higher priority to basic human needs than to relationships and life skills, a balanced approach needs to be maintained. De Vos's quantitative research could thus form the basis for in-depth research into family life.

International Year of the Family, 1994

The United Nations declared 1994 as the International Year of the Family (IYF). The IYF was therefore promoted and observed throughout South Africa. The Committee for Marriage and Family Life which was responsible for managing the national plan for

Family Life, also managed the IYF in South Africa. In fact, the National Plan culminated in the celebration of the IYF.

Three main strategies were adopted to promote the celebration of the IYF, namely

- a media campaign, during which electronic and printed media were engaged in promoting the IYF;
- a provincial strategy in which the provinces and local communities were encouraged to embark on actions and programmes based on their unique needs; and
- a sectoral strategy that engaged the following sectors: government, welfare and community organizations, health, education, religion, business, mining and agriculture.

To all appearances, cognizance was taken at all levels of society of the importance and significance of a sound family life. A high degree of awareness was raised. Many communities and organizations took ownership of the IYF and embarked on projects to improve the quality of family life.

Many conferences and workshops were held at national and community level to address various aspects of family life. The conference reports contributed to information on family life in South Africa which could be utilized for research and the development of a family policy.

The following conferences are of particular importance:

Family life, changes, challenges and choices

The conference was presented by the Family and Marriage Society of South Africa (FAMSA) on 11 and 12 February 1994. The IYF was officially launched at this conference. A variety of papers were delivered and workshops were held.

The following are some of the papers delivered:

- Family life in South Africa today
- Children growing up: a situation analysis
- Education for living
- New families: changing family patterns and relationships
- Mixed marriages in the current South Africa
- Alcohol and the family
- Debriefing

The family in a changing South Africa: implications for socio-economic policy interventions

The Family Institute, in partnership with the Department of Welfare, organized this international conference from 17 to 20 July 1994. At the end of the conference the organizers were given a mandate to create a framework to guide the development of a family policy for South Africa. The conference programme was divided into the following tracks:

- Track 1: Healing the nation: creating conditions for stability
- Track 2: The development of a family policy
- Track 3: Making interventions accessible to communities
- Track 4: Interventions in a multicultural society
- Track 5: The law, human rights and advocacy
- Track 6: Gender issues

The cradles of peace and development

This conference was held in Pretoria from 2 to 5 November 1994 and was partly sponsored by the Department of Welfare.

The conference was organized by the Institute of World Concerns (IWC), a non-profit organization founded in the UK in 1990 to stimulate interdisciplinary exchange on issues that threaten humanity and to promote genuine moral convictions. The co-patrons of the conference were the National Peace Committee and the University of South Africa. A declaration emerged from a mandate obtained at the conference. The declaration stresses the role of the basic institutions of society, namely the family, school and church, in fostering reconciliation and harmony in South Africa.

Convention on domestic violence

This convention, with the theme "Heal the Family", was held on 22 September 1994. The convention was organized by the Desk on Domestic Violence, consisting of representatives of governmental as well as non-governmental organizations. The main objectives of the convention were to

- make society aware of the immensity of the problem of domestic violence;
- promote co-ordination and networking among governmental as well as non-governmental organizations in the field of domestic violence;
- obtain a mandate to strengthen grassroots participation in combating domestic violence; and
- obtain a mandate to form a national body against violence.

The resolutions taken during the convention were the following:

- A similar convention to be held annually.
- A directory of available resources to be compiled.
- Representatives should be appointed in each province to promote networking among organizations.
- The third week of November to be declared "Week against Domestic Violence".

The convention emphasized the importance of healing the entire family.

In conclusion, disrupted family life cannot be corrected in one year. The foundations were laid for the long process of healing and enhancement which will require, amongst other things, sustained awareness campaigns, life skills development and resolving domestic violence and other forms of family dysfunctioning.

White Paper on Social Welfare

The White Paper on Social Welfare was approved for publication by the cabinet on 15 November 1995 after an extensive process embarked upon in February 1995. This paper provides for the welfare system to be fundamentally transformed through the development ,of a new policy and strategy for social welfare.

In the White Paper the family is acknowledged as the basic unit of society. The paper states that family life is to be strengthened and promoted through family-oriented policies and programmes. (White Paper on Social Welfare, 1995:14) All programmes are to be family focused and community based.

The paper shows that the government is committed to giving the highest priority to the promotion of quality family life, and to the survival, protection and development of all South Africa's children.

According to the paper the aim of family and child welfare services is to preserve and strengthen families so that they can provide a suitable environment for the physical, mental, emotional and social development of all their members.

Social services should be made available to all families in need and their aim should be to promote and strengthen family life. Special attention must be given to families who are vulnerable and at risk, and who live in poverty.

The paper identifies those in need of special support as families with children under the age of five years, single-parent families and families caring for children and members with disabilities and chronic illnesses. Families caring for the elderly should also be supported where necessary, as well as families in rural areas. These families should be targeted for immediate action and should receive the highest priority in family upliftment programmes.

The following guidelines apply to programmes for families and children:

- Poor families and children should be given first priority in the allocation of resources.
- A national programme of action for South African families, children and youth is to be developed in partnership with all stakeholders. This programme of action will provide a framework within which the survival, development and protection of families and children can be monitored.
- A family cycle perspective should be adopted.

Transformation of family counselling services

From an interview with Dr Annette van Rensburg of FAMSA's national directorate, it is evident that, since 1987, counselling and other services offered by FAMSA have to a great extent been adapted to the needs of the wider community. Life skills programmes are presented in many schools. The Prepare-Enrich Programme was adapted for black couples and family counselling has become accessible to all families in urban as well as rural areas. FAMSA counsellors are involved in debriefing and trauma counselling as well as in dealing with domestic violence and woman abuse. Services are more community based than before, and include the teaching of crafts and skills.

In the limited time available it was impossible to determine the way in which other counselling services have been adapted to address the everyday needs of families and communities.

Research and services

Research and service delivery are faced with many challenges. Research and services need to be redefined in order to meet the changed needs of the South African society. New family theory and research are also needed and family life and family policy need special attention. The following dimensions ought to be addressed:

- Domestic violence, including woman and child abuse
- Poverty and family life, especially the poor family in the rural area
- Community violence and the family
- Alternative family forms, such as the single-parent and reconstituted family
- Appropriate life skills training
- Integration of family and childcare programmes

- Changing family roles
- Community support services for families
- Teenage pregnancy
- Child neglect and abandonment
- AIDS and family life
- Relevance of current services

In conclusion, programmes need to be targeted at vulnerable and at-risk families. Communities and families need to be consulted on what they perceive as their needs and problems. Services need to be developed in line with those needs and problems. The changed paradigm in the South African society poses a new challenge to research in the field of family life. Indeed, it would be timeous for another family research conference to be presented in order to consider the latest developments in the field of family life.

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1 Research on family enrichment

E.W. Harvey

1 Introduction

The aim of this chapter is to give an overview of family enrichment in South Africa.

The chapter can be divided into the following sections:

- Activities affecting marriage and family life
- The concept of family enrichment
- Family enrichment as practised in South Africa
- The importance of research on family enrichment
- Research regarding family enrichment that has been conducted in South Africa
- Research that according to the author, should be conducted on family enrichment.

2 Activities affecting marriage and family life

A wide variety of religious, educational, cultural, welfare and recreational activities contribute to improving the quality of life of the individual, of married couples and of the family. All benefit directly or indirectly from these activities, which can be divided into three categories:

- Preparation for marriage and family life

This category refers to the process of preparing people for their responsibilities and roles in marriage and family life. In this process issues such as self-development, interaction with others, communication skills and managing conflict and stress are relevant.

The target groups are children, young people who have left school and couples contemplating marriage. Activities may include education, information, guidance programmes, counselling and enrichment on an individual or group basis. Programmes may vary from the informal to the specialized.

- Promotion of the quality of marriage and family life

This category can be divided into two components:

- Maintenance of marriage and family life

  This refers to maintaining the quality of family life by means of formal and non-formal programmes.
- Enrichment of marriage and family life

  This issue will be discussed separately as it is the main topic of this paper.

- Treatment of marital and family dysfunction and pathology

Treatment refers to specialized counselling, therapy and crisis intervention with married couples, individuals, families, divorced people, single parents and reconstituted families with a view to remedying dysfunctions and pathologies and promoting readjustment in the family and society.

3 The concept of family enrichment

Two separate but closely related components can be distinguished: marriage enrichment and family enrichment.

3.1 *Marriage enrichment*

Marriage enrichment is defined as measures taken to improve the quality of the relationship between marriage partners. (Bilingual Defining Social Work Dictionary 1984)

According to Otto (1976:13), "... marriage enrichment programs are for couples who have, what they perceive to be, fairly well-functioning marriages and who wish to make their marriages even more mutually satisfying". Marriage enrichment thus aims at enhancing the quality of relationships in already sound marriages. The focus is on identifying and strengthening the positive qualities in the partners and in the marriage relationship and on the development and growth of each partner.

3.2 *Family enrichment*

3.2.1 Description of family enrichment

Family enrichment is often used as an all-embracing concept covering individual, marriage and family enrichment. It is, however, considered a separate component with its own unique characteristics. (For the purpose of this chapter the concept family enrichment includes both marriage and family enrichment.)

In the Bilingual Defining Social Work Dictionary (1984), family enrichment is defined as measures taken to improve the quality of the relationships between members of a family. The description of family enrichment programmes formulated by Otto (1976:14) is more comprehensive: "Family enrichment programs are generally concerned with enhancing the family's communication and emotional life — the parents' sexual relationship, personal growth, and child-rearing practices, as well as parent-child relationships — by fostering family strengths and the development of family and individual potential while actively involving the children as an ongoing part of the program."

According to Lawin (1980), the basic concept of family enrichment implies that there is a relatively stable unit of persons involved in functioning relationships that can be strengthened and directed towards greater integration, maturity and wholeness.

Family enrichment thus aims at enhancing the quality of already healthy family life, and focuses on strengths, communication skills, relationships, positive handling of conflict and responsibilities within the family and societal contexts.

Lawin (1980) identifies five basic types of enrichment that enhance family life:

- Individual enrichment
- Parental enrichment
- Marriage enrichment
- Intergenerational enrichment
- Family enrichment.

Marriage and family enrichment programmes require specialized skills, training and experience, and should be presented only by carefully selected and trained professionals in this field.

3.2.2 Historical development of family enrichment

Family enrichment is a relatively new development spanning the last three decades. It originated primarily in church circles. David and Vera Mace, whose work on marriage enrichment began in 1961, are considered pioneers in this field. They initiated the concept of marriage enrichment and marriage enrichment groups. (Van Staden

1984) Also in 1961 Herbert Otto started doing research and group work that focused on building family strengths. (Otto 1976)

In 1965 Leon Smith began his Marriage Communication Lab programme as part of the Board of Discipleship of the United Methodist Church. (Otto 1976) James and Arthur Whelan and Father Heinan formed their first Marriage Encounter groups based on a Spanish model in 1967. By 1976 half a million couples had already participated in Marriage Encounter programmes. (Van Staden 1984) In 1970 Margaret Lawin (1980) experimented with a model of family education called family cluster.

In 1973 David and Vera Mace (1976) formed the international organization called the Association of Couples for Marriage Enrichment (ACME). These pioneering programmes were followed by many others. Family enrichment has developed into a new applied method in its own right, independent of family counselling.

3.2.3 Family enrichment as a professional method

The object of this chapter is not to give a detailed analysis of family enrichment, but to consider research in this regard. It does, however, appear necessary to give a brief description of family enrichment as a method.

- Basic assumptions of family enrichment

According to Van Staden (1984), family enrichment operates from the following assumptions:

- The family is not static but dynamic.
- With sufficient favourable opportunities for growth and creative change most couples or members of families could enhance the potential of their families.

- In modern society a large percentage of marriages do not manage to grow into healthy units.
- In family enrichment all available resources are utilized to bring about a positive change in family relationships.

I wish to add the following assumption:

- Family enrichment, as a highly specialized process, is not the responsibility of one particular discipline or profession. It should be a multidisciplinary effort.

- Objectives of family enrichment

Van Staden (1984) cites the following as the objectives of family enrichment:

- To stabilize and improve relationships in families that are functioning normally.
- To provide opportunities for couples or families to grow and develop within a group context.
- To develop to full potential each member of the family within the supportive atmosphere of the family.
- To promote the acquisition of the basic skills of human behaviour.
- To promote the optimal development of communication, parent-child relationships, parents as identification, figures, and the handling of conflict within the family context.

4 Family enrichment as practised in South Africa

4.1 Enrichment programmes and models

Family enrichment programmes are presented in South Africa by churches, welfare organizations, religious organizations, universities, other agencies, individuals and couples.

Various enrichment models are used by these agencies, some based on overseas models and others developed locally. Programmes in general include personal, marriage and family enrichment courses, parent guidance courses, courses for engaged couples, divorced people and single parents, and parenting education.

Specific models are:

- The Family Cluster Model, developed by Margaret Lawin.
- Prepare-Enrich, developed by David Olson.
- Marriage Encounter Model, developed by James and Arthur Whelan.
- The Human Productivity Model, developed by Robert R. Carkhuff.
- Couples Communication Workshop, developed by Miller, Nunnally and Wackman.
- The Marriage Enrichment Workshop, developed by David and Vera Mace.

(These two last programmes are promoted by ACME.)

- Systematic Training for Effective Parenting (STEP).
- Parent Effectiveness Training (PET).
- Cognitive Stimulation Programme.
- Parenting Plus.

To my knowledge enrichment programmes are presented by the following agencies:

- Churches:
  - Nederduitse Gereformeerde Kerk
  - Nederduitsch Hervormde Kerk
  - Apostolic Faith Mission
  - Methodist Church
  - Church of the Province of South Africa (Anglican Church)
  - Presbyterian Church
  - Roman Catholic Church (in particular the Marriage Encounter Programme)
  - Seventh Day Adventist Church
  - Federation of Synagogues.
- Welfare organizations
  - FAMSA
  - Child and Family Welfare Society
  - Christelike Maatskaplike Raad
  - Afrikaanse Christelike Vrouevereniging
  - Oranje Vrouevereniging
  - Suid-Afrikaanse Vrouefederasie
  - Natalse Vrouevereniging
  - Ondersteuningsraad
  - Family Planning Association
  - SA Association for Health Promotion
  - Apostolic Faith Mission Welfare Council
- Other agencies
  - Association of Couples for Marriage Enrichment (ACME)
  - Campus Crusade for Christ

- Institutes for child and adult guidance at various universities
- PET Instructors' Society
- Single Parent Society.

4.2 *Training in enrichment*

Training, including in-service training of leaders of enrichment programmes, is undertaken by the following agencies:

- Various universities
- FAMSA
- SA Association of Health Promotion
- Kerklike Instituut vir die Toerusting van Ampsdraers en Lidmate (NH Kerk)]
- Apostolic Faith Mission Welfare Council
- ACME
- Nederduitse Gereformeerde kerk.

4.3 *The Prepare-Enrich programme as presented by the Family Life Centre, Johannesburg*

Prepare-Enrich is a programme of social interest designed by Dr David Olson of Minneapolis, Minnesota in the United States. This programme has been scientifically measured and validated. It is a computer-linked inventory that covers many areas of relationships in the family, including communication, handling money, leisure time and coping with conflict. The Family Life Centre has the franchise for the programme in South Africa. The programme is in its second years and will, according to the centre, be evaluated and standardized for local circumstances after its third year. Up to the end of June 1985 77 clergymen, staff and counsellors had been trained and had used the programme.

4.4 Evaluation

- It is evident that a large number of agencies and individuals are involved in enrichment programmes. Records of programmes, couples and families involved and registers of leaders or facilitators are however virtually unobtainable.
- There is no standardized training of leaders nor standardized programmes.
- There is a shortage of adequately trained leaders.
- Co-operation and synchronization between agencies presenting family enrichment programmes are insufficient.
- Enrichment is primarily a western and First World concept. Virtually no programmes exist for the black, coloured and Indian communities. Enrichment models should be developed or adapted to meet their particularly needs and ways and means should be considered to improve the quality of family life in the black community, which is under severe pressure and shows signs of serious breakdown.

5 The importance of research on family enrichment

Despite the decline and breakdown of family life, changed family structure and changed roles, the family as a universal phenomenon is still considered the basic institution in society. Family functioning on a sound level plays an essential role in establishing religious and cultural values, norms and individual identity. In the family the child is prepared for his or her role in society.

At the Workshop for Research on Marriage and Family Life held in July 1985 at the Rand Afrikaans University, consensus was reached on the intrinsic value of family life. It was emphasized that the family as the fundamental unit in society should be safeguarded.

Governmental concern about the breakdown of marriage and family life led the Department of Constitutional Development and Planning to appointment a commission to formulate a programme for the enrichment of family life in collaboration with other concerned agencies.

In her research on family enrichment, Van Staden (1984:207) concluded that family enrichment has a positive influence on family relationships. In this regard she says: "When these programmes are to be presented on a more extensive basis, it can be expected that both marital and family relationships will benefit." (translation).

Family life is highly regarded by most sectors of society and is worth safeguarding. Marriage enrichment can contribute to enhancing the quality of family life. Research in this field is therefore justified and should receive a high priority.

6 South African research regarding family enrichment

6.1 Completed research

Very little research on family enrichment *per se* has been undertaken in South Africa. This chapter will therefore also deal with other research related to aspects of family enrichment.

The following research has been undertaken in South Africa.

- Measures to promote family life in South Africa: research report published by the Department of Social Welfare and Pensions, 1971, written by A.J. Auret.

The purpose of Auret's survey and subsequent report was to determine, among other things, which existing services could be used for the development of new family and other programmes including a national programme. The emphasis was on programmes and services related to family life. The survey covered the following issues: guidance; family, youth and children's camps; family weeks and family days; education and housing.

A finding of the investigation was that planning of services for the promotion of family life on a national level was non-existent. It was recommended among other things that attention be paid to the coordination of family life services and that the promotion of family life should not be viewed merely as a welfare service. No recommendation was made with regard to future research.

- Survey on marriage and family enrichment undertaken by the South African Welfare Council and regional welfare boards, 1982.

The survey report mentions the need for research on the contents of guidance programmes and the age of the target groups. Prevention of marriage breakdown on two levels is emphasized, namely educational programmes in schools and marriage enrichment programmes for young people.

The report recommends that research on the following topics be undertaken:

  - The need for marriage and family enrichment for the various population groups.

  - Measures aimed at promoting marriage and family life that will best suit the South African population.
  - Ways in which measures to enrich marriage and family life should be implemented.

- Family enrichment as a preventive service in social work (*Gesinsverryking as voorkomingsdiens in maatskaplike werk*): D.Phil. thesis written by Dr Mara van Staden, 1984.

Van Staden (1984) concludes that there is little uniformity in the training of group leaders. She recommends that the training programmes between the various training centres be co-ordinated. She also recommends that opportunities be provided in family enrichment programmes for children and parents to get to know one another better and that enrichment programmes be increased and promoted publicly.

Research on the following matters is suggested:

  - Suitable enrichment programmes
  - Enrichment programmes for families and various levels of society
  - The most opportune timing for participation in programmes with reference, for example, to the ages of children.

- Guidance for and attitudinal change among school leavers with regard to premarital guidance (*Voorligting en houdingsverandering by skoolverlaters ten opsigte van voorhuwelikse voorligting*): M.A. dissertation written by M. Serfontein, 1978.

In this study Serfontein (1978) comes to the conclusion that there is a need for premarital guidance for school leavers and that the school has a responsibility and is in the position to give premarital guidance. He recommends among other things that provision be made by education departments for premarital guidance at all schools and that organizations such as FAMSA and women's organizations should present premarital courses for future parents to assist them in the education of their children. No recommendation is made with regard to future research.

- Proposed National Family Programme: investigation undertaken by the Directorate of Social Planning, Department of Constitutional Development and Planning, 1985.

Paragraph 5 of this chapter mentions this investigation. A survey conducted by a working committee appointed by this department covered all services related to family life.

This abovementioned committee came to the following conclusion (Department of Constitutional Development and Planning 1985:59): "In view of the rather unsatisfactory state of marriage and family life in the RSA, the limited service rendering, and the importance of a healthy marriage and family life in the improvement of quality of life of the community, the formulation of a National Family Programme is justified." It recommended among other things that a National Advisory Council on Marriage and Family Life be established, with one of its functions as the encouragement and direction of relevant research.

The proposed National Family Programme was published for comment; after receipt of this, policy will be formulated.

Other completed research that I was unable to examine includes:

- Boer, H.C. 1978. *Invloed van 'n kommunikasienaweek op die verhouding tussen huweliksmaats*. Pretoria: Universiteit van Suid-Afrika (M.A.-verhandeling).

- Hanekom, F. 1984. *Huweliksverryking as 'n pastorale program binne die gemeentelike bediening van die Nederduitse Gereformeerde Kerk*. Stellenbosch: Universiteit van Stellenbosch (D.Th.-proefskrif).
- Du Toit, S.I.S. 1985. *Die ontwikkeling en evaluering van 'n huweliksverrykingsprogram vir egpare waar die laaste kind die ouerhuis verlaat het*. Bloemfontein: Universiteit van die Oranje-Vrystaat (M.Soc.Sc.-verhandeling).
- Lombaard, A. 1985. *Die toepassing van Carkhuff se model vir die ontwikkeling van menslike vindingsrykheid op 'n gesinsverrykingsprojek*. Johannesburg: Randse Afrikaanse Universiteit (M.A.-verhandeling).
- Van Staden, M.A. 1983. *Huweliksverryking as voorkomingsdiens in die maatskaplike werk*. Pretoria: Universiteit van Pretoria (M.A.-verhandeling)

6.2 Research not yet completed

- Luphondwana, T.T. *Enrichment of family life in a rural community*. Pretoria: University of South Africa (M.A. dissertation).
- Boshoff, H.J.J. *'n Prakties-teologiese ondersoek na die funksionering van die groepsdinamika in huweliksverryking*. Pretoria: Universiteit van Suid-Afrika (M.Th.-verhandeling).
- Du Toit, H.D. *'n Vergelykende studie van verskillende vorme van huweliksverryking in psigopastorale praktyk*. Stellenbosch: Universiteit van Stellenbosch (D.Phil.-proefskrif).
- Smit, B.J.B. *'n Prakties-teologiese evaluering van huweliksverryking as bedieningstruktuur aan die huwelik en gesin*. Pretoria: Universiteit van Suid-Afrika (D.Th.-proefskrif).

7 Suggested research

The following topics or themes for research have been identified in the studies discussed in the previous section, from interviews, and from my own observations:

- The development of assessment instruments to evaluate the success, impact, advantages, disadvantages and hazards of enrichment programmes.
- Survey of enrichment models and programmes currently offered in South Africa, number of leaders involved, and the number of individuals, couples and families reached. Experimental and applied research is required in the development of enrichment programmes.
- Research on adaptation of international material to meet South African circumstances and needs.
- The need for marriage and family enrichment for the various population groups and for different cultural and socio-economic levels.
- Ways and methods in which programmes aimed at the enrichment of marriage and family life should be implemented.
- Research on the functioning of families and their adjustment to change with a view to developing and improving programmes. Research on the healthy family in the various communities could be of particular value.
- Research on particular problems related to the presenting of programmes, such as husbands' and fathers' resistance to attending programmes, the stigma attached to programmes, and ignorance of enrichment on the part of the general public.

- Research on the teaching and training of leaders in tertiary institutions.
- Development and integration of family enrichment in the curricula of universities, for example, in social work, psychology, theology, sociology and educational psychology.

8 General requirements in research on family enrichment

Family enrichment is the joint responsibility of various social disciplines. A multidisciplinary approach should be followed in research and professional resources should be shared. Joint research projects could be undertaken by research agencies such as the Human Sciences Research Council, universities and organizations active in the field.

There is a need for a national institute on marriage and family life that could direct and co-ordinate research in this regard.

Research should be longitudinal, experimental, project-orientated and be applicable.

Marriage and family enrichment is a relatively new concept in South Africa. Its positive contribution towards the quality of marriage and family life has been proved. The full potential of enrichment programmes has, however, not yet been fully developed. Programmes for enrichment and preparation for marriage together with related research need to be promoted.

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Interviews, August 1985

Mrs R. de Bruyn, Family Life Centre, Johannesburg.

Dr W.C. Mostert, S A Association for Health Promotion, Kempton Park.

Mrs A van Rensburg, FAMSA National Directorate, Kempton Park.

2 Evaluative research on family enrichment programmes

Annemie de Vos

1 Introduction

It is essential to define the concepts "evaluative research on programmes" or "programme evaluation" as it is better known, and "family enrichment programme".

1.1 The concept 'programme evaluation'

Having investigated a number of definitions of evaluative research, Suchman (1967) defined the concept as the determination — based on opinions, records, subjective or objective data — of the results — desirable or undesirable, temporary or permanent, immediate or delayed — of an activity — a programme or part of a programme, medication or therapy, which was designed to achieve a desired objective or objectives — ultimately, intermediately or immediately, aimed at a small or large target group. This definition contains four elements: a process (the determination) according to certain criteria (the results) of a stimulus (the activity) aimed at a certain value (the objective).

Posavac and Carey (1980) state that programme evaluations are usually conducted in non-profit human service organizations or in government offices. The differences between commerical firms and human service organizations have necessitated the development of a new discipline which can furnish information to service organizations; this information is intended to serve the same purpose as the information derived from accounting and business economics by commercial firms. That new discipline is programme evaluation, or simply evaluation. It can be defined as a collection of methods, skills and sensitivities necessary to determine whether a human service is needed and likely to be used, whether it is conducted as planned, and whether the human service actually does help people in need. While carrying out these tasks, evaluators also seek ways of improving programmes.

1.2 The purpose of programme evaluation

Posavac and Carey (1980) state that programme evaluation activities really serve only one major purpose, that of feedback. In the same way as our physical existence literally depends on the feedback within our bodies which regulates breathing and heart rates, levels of hormones and chemicals, eating and drinking, social behaviour also requires feedback, but such feedback is not as reliable as that of our bodily systems. Some writers have said that environmental problems are difficult to solve because of the long delay between environmentally destructive policies and the feedback indicating a weakening of natural systems. Programme evaluation seeks to provide feedback in social systems.

This general feedback principle is often viewed as resulting in two principal types of evaluation. Evaluations can be done to improve the plans for services or their delivery, to improve the results of programmes, or to increase the efficiency of services; such evaluations are called formative evaluations because they are designed to help form the programmes themselves. The second general purpose of evaluation is to decide whether a programme should be started, continued, or chosen from among two or more alternatives; such evaluations are called summarise evaluations. In actuality few evaluations really determine whether or not a programme will be termined. Nearly all evaluations are formative and, it is hoped, serve to improve the programme evaluated. (Posavac & Carey 1980:15-16)

1.3 Methodology

This brings us to a very important difference between experimental and evaluative research. Kaplan (in Fine 1980) contends that programme evaluation is a relatively new concept which provides a model for the study of programme effectiveness in complex real-life settings. This model emerged because the logic of the existing research-experiment system was often neither relevant nor readily applicable to the assessment of educational and other programmes. He then quotes Guba and Stufflebeam (1970:12) as follows: "It is not just being unable to control all variables posed by experimental design; it is a matter of being unwilling to do so. The need is to know what is happening in the real world where there are many influences ... " Thus, far from wishing to screen out possible sources of interference, evaluation is actually concerned with inviting interference, so that results under the worst possible circumstances can also be assessed.

The experimental model seeks to add to the general store of knowledge and to assess the relationships between variables, whereas programme evaluation attempts to determine whether an intervention has helped participants achieve previously selected programme goals. Evaluation seeks information for immediate application, whereas experimental research is generally unconcerned with the immediate use of the information derived from the data. (Kaplan in Fine 1980)

Compared with the experimental model, programme evaluation has certain advantages and disadvantages. The advantages are

- the possibility of assessing more aspects of the programme;
- the ability to provide immediate feedback to increase programme effectiveness;
- greater latitude in participant selection;
- greater certainty that participants have or have not achieved criterion-goals.

The potential disadvantages include

- a lesser degree of certainty that the participants have achieved the goals, because of the programme intervention itself, thus a smaller possibility of achieving internal validity;
- reduced ability to generalize the programme's effects with regard to other people and settings (*cf.* Kaplan in Fine 1980), thus a lesser possibility of achieving external validity.

In a telephone conversation with the head of the Division for Research Methodology of the Human Sciences Research Council (J. Mouton 29 August 1985) this approach was endorsed. Programme evaluation appears to work more effectively when performed with quasi-experimental designs than with traditional laboratory experimental designs.

1.4 Summary

Programme evaluation can be viewed as the scientific determination of the efficiency and effectiveness of a programme or delivered service designed to achieve certain preselected results. The overall purpose is to provide feedback with a view to facilitating decision making on the allocation of resources such as funds and manpower. Programme evaluation is most useful when applied to quasi-experimental research designs.

2 Necessity of programme evaluation

Programme evaluation

- provides feedback on the efficiency and effectiveness of programmes which sometimes — as in the case of large-scale health, educational and welfare programmes — cut substantially into the national income;
- helps satisfy the increasing demands from the consumer public for responsible and accountable spending;
- provides for the methodological development of the specialized field, which is likely to be increasingly relied upon in future for responsible and accountable decision making and management of these programmes at all levels.

2.1 Family enrichment programme

Family enrichment programmes can be viewed as a subcategory of the larger category of human service organizations as analyzed above. The overall purpose is of a preventive nature — although preventive measures often have a remedial dimension. These programmes could theoretically address all three subsystems of the family, namely the marital relationship, the parent-child relationships and the sibling system. Practical considerations, such as restricted space and how best to complement the other topics in this series, prompted a decision to restrict this chapter to a brief review of South African research of parent guidance or parent training programmes only. However, one or two studies that can be viewed as wider in their scope have been included.

3 South African research on family enrichment programmes

The voluminous computer printout received from the Human Sciences Research Council listed titles mainly from the fields of education, social work, guidance and clinical psychology. All titles which appeared to be relevant in any way were requisitioned. Some of the titles were simply non-existent. Some related to registered research attempts which had been abandoned, while others represented research in progress. Those research reports which ultimately proved to be of any use were regrettably few in number. The titles consulted are listed in the bibliography.

The material will be presented as follows: research reports will be presented in groups, according to their apparent level of methodological sophistication. The purpose of each study, the design used and its findings will be presented briefly, and then each group will be evaluated concisely.

3.1 First group of reports

The first group of reports which appeared to evaluate parent education programmes came mainly from the field of education. Three reports were analyzed in detail (see bibliography). In summary it can be stated that this first group of reports represented of a very low level of methodological development. There were no programmes which could be evaluated and no trace of the programme evaluation envisaged earlier in this review. Even the stated goals were not achieved convincingly.

3.2 Second group of reports

The second group of research reports, all from the field of social work, attained a much higher level of methodological development.

Five reports were selected as possibly representing programme evaluations of family enrichment programmes. They are presented in this review in order of methodological sophistication. This assessment could, however, prove debatable, so the sequence should not be taken too seriously.

The first report scrutinized, is entitled *Maatskaplike groepwerk met ouers van kinders in psigoterapie* (Social groupwork with parents of children in psychotherapy). (Appelo 1981) This researcher's objective was mainly to explore and develop the parental subsystem, with a view to supporting the parallel psychotherapy administered to their children and to supporting the parents themselves to enable them to function more effectively as a parental subsystem. (Appelo 1981) More specifically, the study was designated as exploratory.

It was found that parents have a definite need for involvement in the problems and therapy of their children. It also appeared that the child's problem influenced the parental subsystem very strongly and could even threaten that relationship. Groupwork as a supportive service also had a definite therapeutic effect. This was borne out by the fact that the parents expressed a need for such meetings.

The second report in this group was entitled *Die selfverwesenlikingsmodel van Virginia Satir by hulpverlening aan alkoholiste binne gesinsverband* (Virginia Satir's self-actualization model in the provision of aid to alcoholics within the family context). (Cruywagen 1983) The purpose of the study was stated as:

- To improve the self-image of the alcoholic with the assistance of family members as the most significant others in his life;

- To teach families of alcoholics to communicate more congruently;
- To prevent a relapse into abuse of alcohol;
- To enable the alcoholic and his family to achieve greater self-actualisation. (Cruywagen 1983: Abstract)

This led to the formulation of corresponding hypotheses which were tested by means of an experiment.

The findings were as follows: with regard to the first hypothesis, this study found that the self-image of alcoholics improved through family therapy based on a specific programme. The alcoholic and his family were enabled to develop towards greater self-actualization. Hypothesis A was thus confirmed. (Cruywagen 1983)

Secondly, it was found that congruent communication between family members in this study was attained as a result of family therapy based on this programme. The alcoholic and his family were enabled to develop towards greater self-actualization. Hypothesis B was thus confirmed. (Cruywagen 1983)

As far as the third hypothesis is concerned, it was found that family therapy based on a specific programme does not prevent a relapse into drinking by alcoholics, in spite of the fact that their self-image could possibly have improved or that communication between family members could have improved (become more congruent). Hypothesis C was rejected. (Cruywagen 1983) These results were subsequently interpreted in terms of the theoretical foundation used and of the results of other researchers. (Cruywagen 1983)

The third report in this group is entitled: *Groepwerk met geskeide vrouens as enkelouers met die oog op doeltreffender ouerskap* (Groupwork with divorced women as single parents with a view to more effective parenting). (Van Rooyen 1983) The objectives of this study were stated as follows:

- To study the dilemma of the divorced woman, in order to improve understanding of the changes and adaptations she has to handle during the process of divorce;
- To study the structural changes and functioning of the single parent family, as well as the influence of the changing family structure and the divorce, on both the children and on the functioning of the woman as a mother;
- To attempt to point out that the divorced woman needs guidance as a parent;
- To propose a model for social groupwork with divorced women as single parents;
- To ascertain the value of social groupwork for effective functioning and parenting;
- To evaluate the changes wrought in the self image of the divorced woman and the problems she has to handle with regard to herself, her children and the rearing of her children. (Van Rooyen 1983:10-11)

The research design entailed social groupwork with an experimental group of divorced mothers on a weekly basis over a period of fourteen weeks. There was also a control group that was offered lectures on child rearing only — the content of which was similar to that discussed in the groupwork programme. The self-images and problematic situations of the respondents were evaluated before and after the groupwork intervention by measuring instruments. To eliminate the effects of the pretest, the Solomon Four Group Design was used.

The findings of this study were presented in a highly sophisticated way, but a comprehensive summary of these findings is considered beyond the scope of this review. The following freely translated summary of the findings must therefore suffice:

> After the experimental intervention, it appeared that the self-image and problems with regard to their children and themselves of those respondents who had been involved in the groupwork intervention did not differ significantly from those of the respondents who received only the lectures. Groupwork intervention did thus not succeed in improving the self-image of the respondents, nor in bringing about a decline in the problems they experienced with regard to themselves and their children.
>
> However, the groupwork intervention met the primary objective, which was to bring about more effective functioning as a parent. A significant decline in the problems experienced by respondents with regard to their child-rearing efforts was evident. The change was especially noticeable in the following areas: the feelings of the divorced women towards their children and single parenthood, the mother-child relationship, the exercise of discipline and the maintenance of authority. (Van Rooyen 1983:197)

The researcher then continued to discuss her results in terms of her theoretical foundation and the results of other researchers. She also volunteered a few helpful recommendations. (Van Rooyen 1983)

A fifth report which merits inclusion is entitled *Die toepassing van Carkhuff se model vir die ontwikkeling van menslike vindingrykheid op 'n gesinsverrykingsprojek* (The application of Carkhuff's model for the development of human resourcefulness to a family enrichment project). (Lombard 1984) I quote from the abstract:

> The main object of this study falls into two categories, namely to determine whether families with normal or minor problems experience a need for family enrichment, and to evaluate the effectiveness of a family enrichment project, which includes enrichment programmes for both the marriage and parent-child relationships.
>
> Twelve families voluntarily took part in the study which lasted for seven weeks and required two hours per week. Because of the size of the experimental group, it was divided into two groups of six couples each.
>
> A family enrichment programme directed at marriage and parent-child relationships was developed. The contents of the programme were based on both a knowledge and a skill component. The model for Human Resource Development was utilised, providing for the acquisition of skills. A manual based on Carkhuff's teaching model facilitated the family enrichment programme.
>
> A pre-measurement of marriage relationships and parent-child relationships was investigated through a posttest of the mentioned variable at the conclusion of the programme.
>
> Results were derived from an evaluation questionnaire which was completed by the experimental group. Results indicated that families with normal or minor problems do benefit from a family enrichment programme. Families with more intense problems would however benefit better from consultation.

> Couples that had normal or minor problems experienced growth in their relationship. In addition parent-child relationships showed improvement. The effectiveness of the programme was thus confirmed.

The final report in this group is entitled *A preventive social groupwork approach to parent education in schools.* (Polatinsky 1984) The purpose and design of the study were described as follows:

> To develop a preventive social groupwork parent education programme for parents of standard five school children with the aim of helping parents to increase their competence as parents; to develop more effective methods of childcare; and where necessary, to change their methods of interacting with their children for the purpose of encouraging positive behaviour in their children.
>
> To apply the preventive social groupwork parent education programme to two groups of parents of standard five school children.
>
> To develop measuring instruments to monitor the changes in parents' attitudes due to the implementation of the above programme.
>
> To examine, using the above instruments, changes in parents' attitudes and behaviour patterns towards the children in the areas of communication, listening, discipline, behaviour modification, transactional analysis and self-image as assessed by both the parents and their children.
>
> To compare these results with other similar parent groups that have not been subject to the parent education programme.

As a result of the study, to formulate a model programme in parent group education based on the aims outlined above that can be utilized by professional social workers or other related professionals for working with groups of parents of pre-adolescent children.

To present ways of adapting this programme to groups of children from other age groups. (Polatinsky 1984:3-4)

The research design was implemented as follows: two experimental groups of parents of Standard 5 pupils of a Jewish private school in Johannesburg were selected randomly from all the parents of Standard 5 children at the particular school, so that the first group consisted of eleven couples (N = 22) and the second group of five couples (N = 10). A different number of couples in each group was used to evaluate the differences in administering a programme to a larger and a smaller group. Preventive programmes with limited manpower resources are intended to reach as many parents as possible. If the results showed no significant differences between the outcome of programmes aimed at larger or smaller groups, then future programmes could be directed at larger numbers of parents.

Two groups of parents were subsequently selected randomly from the remaining parents of the Standard 5 children at the school. These groups were called Control A groups, again consisting of eleven couples where N = 22 and five couples where N = 10.

Two groups of parents were selected randomly from all the parents of Standard 5 children at a corresponding school, with the exception of those parents who had been used in the sample of the pilot study. These groups were called Control B groups. (Polatinsky 1984)

The findings of this study can briefly be summarized as follows:

- Imparting parent education to a large group of parents was as successful as to a smaller group: thus more individualized attention in parent groups is not essential for their successful functioning.
- The gain scores of the experimental and control groups of parents and children were compared using T^2 and t tests and were found to be significantly different. The experimental groups' scores changed in accordance with the hypotheses of the research project and the comparison showed that the programme caused this change.
- The results showed no significant changes between the children's groups.
- A follow-up study showed that there was almost no indication of any retention of learning by the experimental parents. (Polatinsky 1984)

The findings were subsequently discussed in terms of the measuring instruments and some conclusions were suggested.

3.3 Evaluation of the second group of reports

The first thought which occurs to a reader of this group of research reports is that, although they were conducted on a much higher level of methodological development than the first group, many limitations still exist. However, at the same time, it is evident that enormous strides have been made and that the social work profession has not given too poor an account of itself, considering that the first organized welfare efforts were made only about a century ago and that the first textbook appeared only in 1917. This dual reaction will now be expanded upon briefly.

Methodologically, the first report in this group (Appelo 1981) is of a relatively low standard, because it has no real built-in research dimension. None of the objectives was reformulated into hypotheses and subjected to testing on the basis of some kind of research design. The aids which were stated to have been used seemed merely to have served as programme media.

The researcher protects herself against potentially destructive criticism by identifying her study as an exploratory one. The study thus does not pretend to be anything other than what indeed it is. The limited scope of a "short dissertation" must also be kept in mind.

Viewed in terms of what can realistically be expected of an exploration and a short dissertation, the study makes a substantial contribution which warrants mention. It would not otherwise have been included in this review.

The second study is the first really exciting creative experimental effort in this cadre. (Cruywagen 1983) An entirely new family enrichment programme, based on the conceptual framework of Virginia Satir, was designed by the researcher, certain objectives of the programme were reformulated into hypotheses, and measuring instruments were selected or designed to measure certain variables before and after implementation of the programme. Two hypotheses are confirmed and one rejected, but the overall potential of the family enrichment programmes is convincingly stated.

However, this research still suffers from serious limitations. The sample of eight families (even though some families were relatively large — up to seven persons — since children between the ages of five and twenty were included) is still very small, so that one gets the impression that a mere series of case studies is systematically handled and described, although this is not how the researcher presents his work. No statistical analyses were attempted, and all trends are indicated by means of unprocessed data, without any attempt at certain analyses which could have been possible had a statistician been consulted.

A further serious inadequacy is the lack of a control group. This would not only have doubled the overall number of research units to at least 16 families, but would also have provided the other advantages of a control group.

Nevertheless, this second report can rightly be viewed as an important breakthrough to a higher level of methodological sophistication and a pioneering effort, albeit on a modest scale, in this specialized field.

The third report (Van Rooyen 1983) more adequately meets the requirements of modern human sciences research. Objectives are transformed into hypotheses; relevant measuring instruments are selected and not only does the researcher utilize a control group, but she uses the Solomon Four Group Design to eliminate the possible effect of the pretest.

The number of persons used for the experiment is, however, still very small. Again a group of only five respondents is hardly more than a substantive group of case studies. A total of 27 respondents is what one would minimally require in each group, in order to achieve more meaningful results.

This study nonetheless represents a further milestone on the road of the development of social work research in South Africa.

Regrettably the restrictions imposed by a relatively concise chapter such as this do not permit justice to be done to the last report cited in this group (Polatinsky 1984). This thesis deserves intensive analysis for the sake of optimal future utilization of the exciting breakthrough made here in the field of programme evaluation.

3.4 Third group of reports

The third group of reports comes from the fields of guidance and clinical psychology. Six reports seemed relevant to the present theme. They are presented in order of completion.

The first report in this group is entitled *The effectiveness of programmes of intervention for parents and their maladjusted children.* (Solomon 1978)

The purpose of this study was to engage two sources of non-traditional manpower, namely parents and university students, in programmes of therapeutic intervention. The subjects were 36 children referred to the University of the Witwatersrand Education Clinic with a range of adjustment problems. The subjects were randomly assigned to three groups. In all cases N = 12. The subjects in experimental group 1 participated in a psycho-educational programme of intervention called the Youth Counselling Programme. In addition, the parents of these children participated in parent counselling groups that used a combined behavioural-reflective group strategy. The subjects in experimental group 2 also participated in the Youth Counselling Programme. The parents of these children were not involved in counselling groups. The control group received no intervention of either kind.

Second- and third-year psychology students were selected to participate in the Youth Counselling Programme of intervention, lasting six months. This involved entering into an informal, pervasive, one-to-one helping relationship with a child, with a view to improving his general adjustment. A before-after design was employed.

Statistically the findings failed to demonstrate the effectiveness of the combined intervention programme compared with the non-intervention control group on any of the variables assessed. Trends in the direction of significance were noted for the mothers' perceptions of improved adjustment in their children in the experimental groups, and for improvement in the children's feelings towards their mothers in the combined intervention group. Contrary to the non-significant findings, the subjective clinical evaluations of the children by youth counsellors and parents lend support to the effectiveness of the programmes of intervention. (Solomon 1978)

The second report in this group is entitled *Groepopleiding van ouers as terapeutiese intervensie by kinders met emosionele en gedragsprobleme* (Group training of parents as therapeutic intervention for children with emotional and behavioural problems). (Lategan 1979) The following hypotheses were examined in this study (free translation):

- There is a significant difference in the parents' level of interpersonal communication of empathy, warmth and congruence towards the child before and after training.
- There is a change in the symptomatic behaviour of the child as judged by the mother and the class teacher two months after completion of the training programme. (Lategan 1979:32)

This study was conducted in a Children's Psychiatric Outpatient Clinic of the Witwatersrand Mental Health Society, in collaboration with Sterkfontein Hospital. This clinic serves the Indian community of the township where it is situated.

For this study children with emotional and behavioural problems were identified according to the parent's reason for referral. No further classification of the problem was made, since the symptomatic behaviour of the child was seen as an attempt to manage the relationship. The only further criteria applied were the absence of serious organic dysfunctions and mental handicaps. All the children who participated in this study were individually assessed by using an intelligence test. Only one child was excluded, because she was too young for the "Individual Scale for Indian Pupils" (ISISA). The only other requirement was the willingness of parents to attend the sessions regularly.

In her summary the researcher states that it would appear that this kind of therapeutic intervention does not seem to have any value for child psychiatry cases, but may possibly be useful in preventing emotional and behavioural problems in children.

The third report in this group is entitled *The effect of parent-training programmes upon maternal attitudes to childrearing, maternal behaviour and the child's behaviour*. (Brownlee 1980)

The overall objective of the study was to assess the outcome of three parent training techniques by comparing them with one another and a control group. More specifically the study had two major objectives:

- To investigate the ability of parent training to effect changes in the parent and to determine whether these changes penetrated cognitively held attitudes as well as attitudes expressed in behaviour;

- To investigate the ability of parent training to bring about a change in the child effecting a change in the parent.

If parent training was effective in changing the attitudes of both parents and children it would suggest that such training is an important means of preventing and treating emotional problems. (Brownlee 1980)

The findings of this study are almost impossible to assess owing to its scope and variety. They are also discussed in such a diffuse manner that the study as a whole is very difficult to unravel. Furthermore, all the variables were factor analyzed and the changes among group members studied with regard to these factors after the programme intervention. The researcher offers the following summary, which must suffice in the limited scope of this review:

> The present results concerning the effectiveness of parent-training groups indicated that while a discussion type of parent group produced a change in reported attitudes there was no evidence of any change in parent behaviour. With regard to the children, for whose benefit the programme was implemented, no significant changes were recorded, although a trend emerged for the children of the discussion group mothers to show lowered over-cleanliness behaviour. These findings must be viewed in terms of the highly educated, motivated, upper middle-class parents who comprised the sample and the limitations affecting the present study. The results of the present study were perhaps most severely affected by the high dropout rate of mothers from the programme and the subsequent low sample size, a problem which appears to affect many parent-training programmes. Thus, with respect to the limited impact of parent training

> reflected by the above results and the indications of a low attendance rate of mothers in such programmes, parent training would not appear to be a viable, if only partial solution to the mental health manpower problem. The community psychologist concerned with the application of intervention techniques should, therefore, if he is not planning on working with a highly educated and motivated sample of mothers, consider alternative strategies. The community psychologist concerned with research should, prior to investigating the preventive or treatment capability of parent training, consider examining means of attracting parents to a parent-training programme and the factors associated with the parents' continued attendance. The community psychologist should simultaneously question whether his efforts are directed at meeting the needs of the community or a personal need of his own. (Brownlee 1980:139-140)

The fourth report in this group is entitled *Die evaluering van 'n ouerbegeleidingsprogram* (The evaluation of a parent guidance programme). (Eloff 1982) The purpose of the study was to ascertain whether the application of a specific parent training programme (that of Van Wyk and Heyns, as described in Eloff 1982) would have a significant influence on the quality of the communication between mothers and children, on the personalities of the mothers and on the needs of the children.

The researcher summarized her hypotheses as follows:

- Mothers exposed to the programme will demonstrate a greater degree of interpersonal sensitivity towards their children after this exposure than mothers not exposed to the programme. The 'Group Assessment of Interpersonal Traits' and the 'Stollack Sensitivity to Children Questionnaire' were used as measures of the construct 'interpersonal sensitivity'.

- The children of these mothers will experience more interpersonal sensitivity on the part of their mothers, than the children in the control group. The 'Stollack Sensitivity to Children Questionnaire' adapted for children was used.
- Mothers exposed to the programme will differ from mothers in the control group, with regard to self-actualisation.
- The children of these mothers will experience higher levels of psychological needs than children in the control group. An operationalisation of Maslow's needs hierarchy was used. (Eloff 1982: Summary)

In order to test these hypotheses, an experiment was conducted for which 16 mothers and their 16 children (aged between 8 and 12 years) were randomly selected from existing parent training groups to form the experimental group. Ten mothers and their ten children were randomly selected from existing parent training groups to form the control group.

Significant differences were found. The mothers in the experimental group demonstrated more interpersonal sensitivity than mothers in the control group.

The children in the experimental group differed significantly from the children in the control group with regard to their perception of their mothers' interpersonal sensitivity.

Mothers in the experimental group differed significantly from mothers in the control group with regard to their self-actualization.

However, the children's psychological needs were not found to have changed in either the experimental or control groups.

It was concluded that the experimental parent guidance programme was effective in that mothers acquired more interpersonal sensitivity and their children became aware of this. Furthermore, mothers exposed to the programme experienced significantly more personal growth. (Eloff 1982: Summary)

The fifth report in this group is entitled *'n Evaluasie van mikro-opleidingstegnieke vir die onderrig van enkelouers in ouerlike vaardighede* (An evaluation of microtraining techniques for teaching single parents parenting skills). (Prinsloo 1982) The purpose of this study was to evaluate a microtraining programme to train single parents in interpersonal skills with a view to improving the effectiveness of mothers with regard to caring for and socializing their children. Microtraining was seen as a therapeutic intervention applied within a specific context and its therapeutic effects were viewed as the result of the training process. (Prinsloo 1982: Summary)

Two existing groups of single parents were requested to participate in the experiment. They had to be single parents and to have custody of their children. The children had to be of primary school age, to be Afrikaans speaking and were not to receive any psychotherapy during the training period. Training was offered on two consecutive Saturdays from 08:30 to 16:30. Two evaluative sessions were added for the pre- and posttests.

The findings of this study were summarized as follows:

- Microtraining did not result in any significant change in specific interpersonal skills of these single parents. Therefore, the relevant microtraining programme did not succeed in bringing about any reliable changes in the interpersonal style of the parents.
- Microtraining of single parents in interpersonal skills did not result in any significant changes in the perceptions of the family members concerned, or their family structure.
- Changes did however occur in the interaction patterns of these families. All the single-parent families reflected a change in their structure when the qualitative analyses were considered.
- Various systems had a definite influence on the results of the training programme. Certain problems were accentuated by the programme. (Prinsloo 1982:113-114)

In summary, although no significant changes in the interpersonal skills of the parents and in the perceptions of family members of their family structure could be shown, the qualitative analyses of their interaction patterns indicated that certain changes did take place. The researcher concluded that certain changes did occur in the family structure of all the families. (Prinsloo 1982)

The final report, merely mentioned here, is entitled *An investigation into the effects of parent training on the facilitation of the development of specific skills in young Down's syndrome children: a clinical exploratory study*. (Edelstein 1984) This report comprises two volumes totalling 662 pages. Its comprehensiveness and complexity render it impossible for a lay person to attempt a summary or review in any form. The summary compiled by the researcher is quoted in full, purely for the information of an interested reader:

The present investigation examined the effects of parent training on the facilitation of developmental skills in young Down's syndrome children. A sample of fifteen couples with an affected child was trained to use behavioural methods and specially designed teaching games, based on Piagetian notions of development, to improve their child's skills. The parents attended seven group training sessions, focusing on the particularities of each family. Random assignment of the parents to two groups, who experienced different sequences of group and individual sessions, was intended to permit a comparison of the relative efficiency of the two training methods; but the introduction of the time factor and other inadequacies of the experimental design resulted in a failure of the research to support any effects of the group training.

The children were independently assessed at baseline and at the end of each phase of training on the Gesell Developmental Schedule. Before individual training commenced they were also assessed on the Uzgiris and Hunt Ordinal Scales of Psychological Development, which were used to guide and inform the teaching goals. A group of similarly affected controls were assessed before and after a time interval equal to the training period of the experimental children. The results indicated an advance in the mental ages of the trained children in comparison to their own baseline levels and to the untrained control. However, no claims can be made for the efficacy of the individual training since initial mental age gains made by the 'A' group children were not sustained six months after the completion of the training of their parents.

> Other effects of the training were: (a) mothers became more accepting and less overprotective of their handicapped children; and (b) mothers rated their children's developmental levels in a more optimistic way after the training. (Edelstein 1984: Abstract)

3.5 Evaluation of the third group of reports

This review will not even pretend to have made any real evaluation of a group of reports of such high quality, in a discipline which has reached a high level of development. Nevertheless it must at least be said that this group of research projects, on the whole, was found to be impressive. The following comments are therefore offered with due deference, in the hope that they may ultimately contribute towards stimulating meaningful future planning.

The first study (Solomon 1978) led to the finding that there were no statistically significant differences between the experimental groups and the control groups after the programme intervention, when the more formal measuring instruments were used. When more qualitative instruments were used, adequate evidence was available to support the conclusion that the programmes were effective.

In the second study (Lategan 1979) very few significant differences were found between the pre- and posttest results, except that the level of communication between parent and child improved to some extent in warmth and congruence after training, but not in empathy. Although the results offered little reason for optimism, the researcher did gain the impression that this type of programme intervention could possibly be useful in preventing emotional and behavioural problems in children.

The third report (Brownlee 1980) had many defects, too many for a lay person to identify and analyze. The impression was gained that too many unconnected variables were tested and that the programmes were too divergent in nature to lead to any meaningful conclusion. In fact, the overall picture seemed rather confusing. One problem was that the researcher insisted on discussing an unmanageable mass of other research projects in between reporting on his own research, so that this reviewer found it very difficult to distinguish one from the other. This report would best be evaluated by an authority in the particular field.

The fourth report (Eloff 1982) towered above the others in this group, with regard to its lucid conception, neat, systematic presentation and clearly described findings. The effectiveness of the relevant parent training course was convincingly communicated.

The fifth report was also neatly presented, but limitations in the project itself led to unconvincing results. It would, for example, not be reasonable to expect incisive results from a programme presented on two consecutive Saturdays only.

The sixth report possibly lies outside the scope of this assignment (theme) but was mentioned for the sake of completeness.

In summary, this reviewer is of the opinion that it appears that the statement of Guba and Stufflebeam, as quoted by Kaplan (in Fine 1980), that the strictly experimental approach is possibly not the most feasible way of doing programme evaluation, is borne out by this group of research projects. Either the measuring instruments used are too refined to measure the types of variables with which we are dealing here, or the measuring instruments were designed to measure variables under different types of circumstances and are therefore not suitable for this type of programme evaluation. However, it seems significant that when more qualitative instruments were used changes and improvements were noticed, thus supporting the conclusion that family enrichment programmes are effective under certain circumstances. The final recommendation in this chapter will revert to this point.

4 Suggested further research

The following observations and recommendations are offered in view of the content of this chapter:

- A standing advisory committee should be established and all researchers undertaking programme evaluation and especially family enrichment programmes as identified here should have access to such a committee with a view to seeking guidance on matters such as research designs and measuring instruments.

  The Division for Research Methodology of the Human Sciences Research Council is possibly suited to this role. This division should then, however, determine the specific needs and problems of a specialized field such as this.

- An in-depth investigation of all programme media and measuring instruments already utilized in family enrichment programmes is essential to advise future evaluators on the potential of these media and measuring instruments. A list of existing media and instruments makes impressive reading.

  A study of the nature and objectives, validity, reliability and feasibility of each of these programme media and measuring instruments for family enrichment programme evaluation would in itself constitute a formidable task.

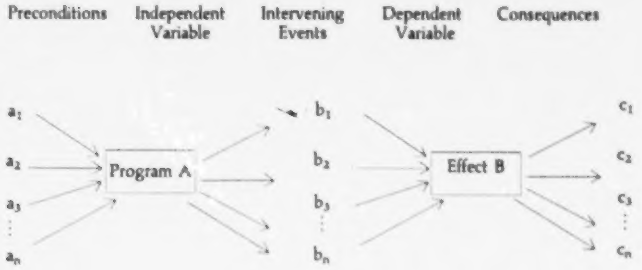
- Each of the eleven programme evaluation projects discussed contained a considerable number of recommendations for future research. These recommendation have not been included in this review owing to its limited scope. An in-depth examination of these recommendations would also uncover a veritable goldmine of possible future research projects. Replication of all or most of the programmes discussed could be included in these recommendations, as indeed some of the researchers themselves suggested.

- All family enrichment programmes or parent training programmes which are conducted on a regular basis should also be evaluated regularly, for example Thomas Gordon's PET and Dinkmeyer and McKays' STEP. Comparative studies of these and other programmes would also be most informative.

- It is recommended that all family enrichment programme evaluations should in future utilize the well-known multivariate approach described by Kerlinger (1973) in these terms:

> Instead of saying: p, then q, it is often more appropriate to say:
>
> If $p_1, p_2, \ldots p_k$, then q
>
> If p, then q under conditions r, s and t.
> (Kerlinger 1973:224-25)

Suchman, as long ago as 1967, reflected this idea in his useful diagram of the programme evaluation process:



5 Conclusion

For various reasons, among other things those emerging from this review, it is hoped that programme evaluation in general, but specifically family enrichment programmes, will feature prominently in the future planning for family research in South Africa.

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3 The family, psychopathology and services

J.D. van Wyk

1 Introduction

A study of the relevant literature reveals that family factors play a major role in the development of psychopathology in children. (Bloom 1978) Theoretically, for instance, the various psychosocial orientations lead one to expect that parental deprivation could lead to a fixation in the oral stage of a child's psychosexual development (Freud); that the development of basic trust could be affected negatively (Erikson); that certain basic skills would probably not be mastered because effective reinforcement would be lacking (Skinner); that defensiveness and incongruency would result and that the process of self-actualization would therefore be hampered (Rogers, Maslow); that irrational beliefs could be introduced into the home with neurotic behaviour as a result (Ellis); that irresponsible behaviour could develop because lack of parental involvement does not present an opportunity for satisfying basic needs (Glasser) and that patterns of conflict avoidance such as triangular relationships and parent-child coalition could lead to maladjusted solutions such as anorexia nervosa (Minuchin).

Lidz, Fleck and Cornelison (1965:12) studied the family and the development of psychopatholoy extensively and say the following in this regard: "... the family is viewed as a shaping force upon the offspring's personality. The family provides the constitutional basis for the personality through heredity, and constantly contributes to it by example, by teaching and by the interaction of its members as a social unit; within this unit the child is prepared for existence in relation to other persons and social groups."

This chapter does not, however, suggest that the family is the only causal factor in the development of psychopathology in children; environmental and interpersonal factors are not weighed against genetic or biochemical factors or given a higher priority. The aim is merely to

- provide a view of the role of family factors in the development of psychopathology in general in terms of specific theoretical premises and overseas research. (Because time is limited it is not possible to discuss the various differential conditions as such.);
- give an account of South African research to date with reference to the above;
- indicate global research priorities.

2 The family and psychopathology

2.1 Family factors related to psychopathology

In many of the earlier studies the emphasis fell on the personality traits of parents and particularly of mothers whose children developed neuroses, schizophrenia and other forms of emotional problems. (Frank 1965; Hirsh, Leff 1975) The mothers of children that develop neurotic behaviour and other forms of emotional problems such as emotional lability, negativism, dependence and fears tend to worry and reprimand excessively and to behave in an aggressive and domineering way. Various methods of collecting data, such as case studies, clinical interviews, psychological testing and in *in vivo* observation, have revealed that mothers of schizophrenic children are overprotective and are also inclined to reject, dominate and act in a reserved and unresponsive way with regard to their children's feelings. Basically, such a mother rejects her child but paradoxically still depends on her child rather than her husband to satisfy her own emotional needs. (Coleman, Butcher & Carson 1984; Fleck 1960; Frank 1965; Hirsch & Leff 1975) A review of relevant literature by Hirsch and Leff (1975) reveals that a very high percentage of the mothers and fathers of schizophrenic children display psychotic defence mechanisms and maladjusted self-assertive behaviour. Coleman, Butcher and Carson (1984) quote an investigation according to which the paranoia and megalomania of paranoids can probably be linked to the internalization of specific parental behaviour during childhood. Emotional detachment and lack of involvement, particularly on the part of the mother, are linked significantly to autism in children. (Schreibman, Charlop & Britten 1983) Although little research has so far been done on this subject and there is considerable controversy about the existence and nature of depression in children, the available research suggests that child depression is related to the incidence of depression in the family. (Kaslow & Rehm 1983; Ross 1980; Wollman, Egan & Ross 1978)

Many of the earlier investigations, however, display serious methodological shortcomings and divergent research results. (Coleman, Butcher & Carson 1984) In a comprehensive literature review Frank queries the validity of, among other things, the concept "schizophrenogenic parents"; his conclusion should be understood bearing these opposing results in mind: "We end this survey by concluding that we have not been able to find any unique factors in the family of the schizophrenic which distinguishes it from the family of the neurotic or from the family of controls who are ostensibly free from evidence of patterns of gross psychopathology. In short, we end by stating that the assumption that the family is *the* factor in the development of personality has not been validated." (Frank 1965:140)

In more recent and well-structured longitudinal studies, many earlier findings on a mother's way of raising her children and the development of schizophrenia have been confirmed. Although the results of the investigations are impressive, these studies were correlational and unqualified conclusions about the meaning of "a mother's way of raising children" should not be made summarily. Recent research has also revealed that the negative influences in child rearing increase if the father is inadequate, passive, uninvolved and lacks humour or if the father displays strong disapproval and rejection. (Coleman, Butcher & Carson 1984)

As will later be indicated in more detail, determining direct causal links between the personality traits of individual parents and the behaviour of their children creates certain methodological problems. Although these problems have led to divergent research findings, most results indicate that the parents' specific personality traits do have a bearing on the development of psychopathology in their children. These traits in one parent have a particularly negative effect on the children if the other parent also displays intrapsychic problems.

2.1.2 Communication in the family

The emphasis in psychology has shifted to a systems theoretical perspective which stresses the interdependence and cybernetic relation between the various subsystems of the family system; the focus in research has accordingly moved to pathological communication patterns in the family. The interdependence of family relationships is demonstrated clearly by research quoted by Coleman, Butcher and Carson (1984). It appears that maladjustment is not necessarily transferred directly from the parent to the child, but that the opposite can also occur and that maladjusted or schizophrenic behaviour in children may have a definite negative effect on parents, with the result that pathologically inclined behaviour and communication may manifest themselves in the parents. An individual's behaviour can therefore be both the cause and the result of pathology simultaneously and the research problem should not be "Who causes the pathology in children?" but rather "What factors perpetuate pathology and what can be done at preventive and remedial level to establish a flow of positive feedback?" (Gurman & Kniskern 1981; Minuchin, Rosman & Baker 1978)

2.1.2.1 The marital relationship

A tense marital relationship that places family members under considerable stress increases the possibility of the development of psychopathology in children. (Bloom 1978) Of great importance in this regard is the work by Lidz (1978), carried out over almost two decades. He distinguishes between marital schism and marital skew. Marital schism is characterized by the undermining of the value and self-respect of one or both of the marriage partners by chronic mutual antagonism, mistrust, aggression and belittlement. Wynne, Roohey and Doane's (1979) concept of "pseudoreciprocity" is closely linked to Lidz's description of unbalanced marital relationships. Pseudoreciprocity is characterized by an "emotional divorce" and subtle aggression between husband and wife under the pretext of love. Pseudoreciprocal marital relationships often result in infantile relationships with the children within which dependence is promoted. In the case of marital skew, the functioning of the family revolves around a centrally dominating, pathological husband or wife. There is no power struggle in such a marriage because the other spouse tries to maintain the family's equilibrium through supplementary action. Such behaviour by the parents leads to a basic distortion of reality and of family relationships. (Coleman, Butcher & Carson 1984; Lidz, Fleck & Cornelison 1965)

Both the above types of familv relationship create an unhealthy emotional climate which may have a pathogenic effect on the children and may cause them to act in various maladjusted ways to accommodate the stress of the marital relationship. Lodz's (1978) view that serious marital stress leads to egocentric cognitive regression in children and is finally manifested in a cognitive disturbance characteristic of schizophrenia has been confirmed by research undertaken by Roff and Knith (1981).

2.1.2.2 *Parent-child relationships*

Researchers have identified various facets of dysfunctional parent-child relationships that could have a bidirectional negative effect on personality development in the family. The negative effect in respect of children is of particular concern.

- Bateson *et al.* (1956) were among the first researchers to emphasize the conflicting and confusing nature of communication in a family with an identified schizophrenic member. Bateson uses the term "double bind" to describe the conflict when secondary instruction refutes a primary instruction at a more abstract level. The "victim" is therefore confronted by a paradox which

(a) makes it impossible for him to react;

(b) he cannot escape from

(c) makes metacommunication within the system impossible.

If a child repeatedly finds himself in situations in which he cannot win, his anxiety is increased and contradictory and disorganized communication patterns eventually also become part of his thinking pattern.

Minuchin, Rosman and Baker (1978) use the same frame of reference to explain anorexia nervosa within the context of what they call "psychosomatic families". According to them the anorexia nervosa serves to control conflict within dysfunctional family systems by focusing attention on the illness instead of on the family conflict.

Mishler and Waxler (1968) criticize Bateson's theory by pointing out that the concept "double bind" is vague and lacks operational specificity. Haley (1980:24) says the following in this regard: "I found I did not know what a double bind was any more, because so many people used it in so many different ways." Related to this is the criticism that a certain message could appear to be ambiguous to objective observers, but could contain an implicit message in the specific family culture that does not make it a double bind message to the family members concerned. (Le Grange 1983)

- According to Lidz, Fleck and Cornelison (1965) language is very important as a medium for effective problem solving behaviour, coherent thinking, communication and the categorization of objects and events. When children do not master language properly, partly because of parental deprivation, the parents continually have to interpret reality for their children. The irrational thoughts and unrealistic views of parents with rigid roles are then communicated to the children and their reality is thus limited and distorted.

  Singer and Wynne's (1965) use of the two concepts "amorphous" and "fragmented" to describe two types of dysfunctional thought or communication styles in the family that are related to the thought disturbances of schizophrenia are closely linked to Lidz's explanation given above. An amorphous communication pattern does not provide the necessary opportunity to differentiate thoughts from one another; persons, feelings, thought contents and objects are, for instance, handled in vague and undefined terms. Fragmented communication patterns do provide an opportunity for greater differentiation but not for adequate integration and, according to the two writers, lead to the confused and disjointed thought patterns of schizophrenia. Coleman, Butcher and Carson (1984) quote several studies that provide empirical support for Singer and Wynne's (1965) premise.

- Lidz, Fleck and Cornelison (1965) define two types of mother-child relationship that are conducive to the development of schizophrenia. In the first type there are no "boundaries" between the mother and her child. The mother regards the child as an extension of herself to satisfy her own emotional needs. In this symbiotic relationship the child does not learn to distinguish between his mother's and his own emotions and needs and therefore cannot develop into a unique individual. In the second case the mother is apathetic and does not succeed in entering into a warm, spontaneous and accepting relationship with her child. The child becomes emotionally withdrawn and does not learn to manage intimate emotional relationships.

- Coleman, Butcher and Carson (1984) distinguish the following four negative parental relationship patterns that increase the possibility of emotional problems in children: overprotection, unrealistically high demands, inconsistent handling of discipline and negative parental models.

2.2 South African research on the family and psychopathology

According to a word search by the Human Sciences Research Council (keyword: family) and enquiries at South African universities, the following research on the role of family factors in the development of psychopathology and other forms of personality problems has been completed or is being undertaken in South Africa:

Barnard, J.C.: *'n Onstabiele gesinslewe as oorsaak van gedragsafwykings by kinders* (An unstable family life as cause of behavioural deviations in children)

Beeby, E.: *'n Ontleding van die interaksiepatrone in gesinne met enuretiese kinders* (An analysis of the interaction patterns in families with enuretic children)

Booysen, M.: *Gesinsdinamika in die totstandkoming van depressie by 'n adolessent* (Family dynamics in the development of depression in an adolescent)

Botha, M.: *Psigogene kousaliteit van 'n gesin in die ontwikkeling van ' skisofrene adolessent — 'n psigodinamiese studie* (Psychogenic causality of a family in the development of a schizophrenic adolescent — a psychodynamic study)

Bronkhorst, M.S: *Psigodinamika by die obese gesin* (Psychodynamics in the obese family)

Calitz, F.J.W.: *'n Ondersoek na die interaksionele patrone van gesinne met alkholisvader* (An investigation of the interactional patterns of families with an alcoholic father)

Caplan, L.: *The relationship between conflict in the family and stuttering behaviour*

Coetzee, J.H.: *Enkele dominante gesinsfaktore by onderpreseterende Afrikaanssprekende standard 10-leerlinge* (Some dominant family factors among underachieving Afrikaans-speaking Standard 10 pupils)

Daling, R.T.: *'n Gesinsterapeutiese studie van 'n dowe kind* (A family therapeutic study of a deaf child)

Finze, D.: *Family interaction patterns differentiating obese and non-obese children*

Genot, S.E.: *An exploration of the functioning of families with autistic members*

Gersohn, A.: *Family interaction patterns and self-esteem in preschool children*

Grobler, H.D.: *Organisational rigidity in symptomatic and nonsymptomatic family systems*

Grobler, S.A.: *Die invloed van die Downsindroom kind op die emosinele klimaat van die gesin* (The effect of a Down's syndrome child on the emotional climate of the family)

King, R.B.N.: *Crisis in the families of schizophrenic patients — a study of the consequences upon family members of the admission to hospital of schizophrenic patients*

Kotze, R.B.N. & Visser, A.K.: *Leer- en opvoedingsprobleme van die kind in die spesiale skool teen die agtergrond van die gesin* (Learning and educational problems of the child in a special school against the background of the family)

Krige, P.: *Family interactional patterns and achievement*

Krige, P.: *Patterns of interaction in families with high and low achieving daughters*

Krige, P.: *Patterns of interaction in Afrikaans-speaking families with high and low achieving sons*

Le Grange, P.D.F.: *Dubbelbinding kommunikasie by gesinne met 'n geïdentifiseerde anorexia nervosa pasiënt* (Double bind communication in families with an identified anorexia nervosa patient)

Lewies, J.W.A.: *Gesinsopvoedingsfaktore in die etiologie van jeugmisdaad* (Family educational factors in the etiology of juvenile delinquency)

Madden, A.: *Investigation into the emotionality of learning-disabled children and how this relates to family dynamics*

Madden, A.M.: *A clinical investigation of the role of family functioning in childhood learning disorders*

Meidan, A.: *Democratic-autocratic family interaction, the self-concept and the generation gap in different home environments*

Naude, G.N.: *Interactional patterns in Afrikaans-speaking families with high and low achieving daughters*

Oberholzer, H.H.: *Vetsug by kinders: 'n gesinsondersoek* (Obesity in children: a family investigation)

Pretorius, E.: *Die invloed van die outistiewe kind op die gesinsiteem* (The effect of an autistic child on the family system)

Pritchard, K.J.: *Gesinsontwrigting en ouerlike deprivasie as oorsaaklike faktore van misdaad by blanke jeugoortreders* (Family disruption and parental deprivation as causal factors in crime among white juvenile offenders)

Ramfol, A.D.C.: *A study of the effects of the mother-child relationship on the socialization process of individuals as seen in a comparative study of normal and abnormal families based on the systematic method*

Redelinghuys, J.L.: *'n Psigodinamiese ondersoek na die verskynsel van lesbianisme binne 'n gesinstruktuur* (A psychodynamic investigation into the phenomenon of lesbianism within the family structure)

Rubin, L: *Learning disabilities and family dynamics — an orthopedagogical perspective*

Schrire, S.: *Schizophrenia and the family — an application of Laing's theory to a descriptive study of four coloured schizophrenic males, using Kelly's repertory grid*

Schwartz, E.: *Anorexia nervosa — a family study*

Segal, A.: *Field-dependence and patterns of interaction in families — an exploratory study*

Segall, L.: *Spouse relationships: a comparison between child-abusing and non-abusing families*

Smit, W.J.: *Die gesin as faktor by die etiologie van skoolverlating* (The family as a factor in the etiology of school leaving)

Sofer, T.: *A cross-cultural investigation of family interactional patterns of Jewish and Afrikaans-speaking children with neurotic problems*

Spanger, T.B.: *Interactional patterns in families with a hyperactive child*

Straker, G.: *Family dynamics and encopresis*

Swartz, J.F.: *Kommunikasiepatrone by gesinne met 'n geïdentifiseerde skisofreniese lid* (Communication patterns in families with an identified schizophrenic member)

Taylor, S.C.: *The function of career indecision in the family system*

Viljoen, U.M.: *Die rol van gesinsverhoudinge in die vorming van vroeë eetgewoontes by die vetsug kind* (The role of family relationships in the forming of early eating habits in the obese child)

De Villiers, R.: *Jeugmisdaad en gesinsinteraksies* (Juvenile delinquency and family interactions)

Van der Walt, R.W.: *Die invloed van gesinslede op die terugsinking van die alkoholis* (The influence of family members on the relapse of the alcoholic)

Wassenaar, D.R.: *Schizophrenia and the family — an integrative review*

Zietsman, M.J.: *Die effek van gesinsverbrokkeling op die leefwêreld van die voorvolwassene* (The effect of family disintegration on the life-world of the pre-adult)

2.3 Evaluation of research

A full quantitative evaluation of the abovementioned research could not be made for the purpose of this chapter because firstly, much of the research is still in progress and therefore not available and secondly, most of the completed research had not been published in journals and was therefore not easily accessible. The following conclusions can, however, be drawn on the basis of the research that was consulted:

- As far as content is concerned, the focus fell on the role of family factors in the development of psychosomatic conditions and scholastic achievement. The results of the investigations generally confirm the theoretical premises discussed earlier.
- Most of the studies were approached from the general systems theory point of view in terms of a theoretical point of departure. This is a welcome development because the traditional theoretical premises for determining direct causal relations between the personality traits of individual parents and children create methodological problems that lead to contradictory results. Unfortunately, several researchers did not use the accommodating holistic perspective of the general systems theory fully and the tendency towards reductionist thought is still very much evident in experimental design. Personality and constitutional variables were negated in many of the studies that used a systems theoretical approach and in this regard it is important to take note of the development work done by Crafford (1986).
- Much of the criticism of the research methodology on the absent father (Van Wyk 1985) referred to in this chapter applies

to research on the family and psychopathology as well. In order not to repeat the criticism with regard to the MAXMINCON principle in the chapter concerned (Kerlinger 1973), let it suffice to say that many of the studies consulted for this chapter were minor investigations with small samples and that few of these studies satisfactorily demonstrated either internal or external validy. Jacob (1975), in his outstanding review of the methodology used in this field, came to a similar conclusion in respect of overseas research.

3 The family and services

3.1 "Levels" of service

Primary, secondary and tertiary interventions to limit the incidence and duration of neuroses and psychopathology require a multidisciplinary approach and the involvement of disciplines such as psychology, social work, education, medicine and sociology.

- Primary intervention, i.e. aid where there are no signs of psychopathology, is preventive aid directed at the incidence variable. Parent-child relationships and child rearing should receive high priority and primary intervention should therefore be successful if carried out through parent guidance groups, municipal baby clinics, schools and nursery schools. Preventive services would, however, fail if they did not make provision for idiosyncratic and normative (Raubenheimer 1984) events in the lives of adults. At present such services do not really exist in South Africa and they do not have a logical "home". Churches and university clinics could probably enter this field with great success.

- Secondary intervention, i.e. aid when the early signs of maladjustment and psychopathology are already present, involves both the incidence and duration variables and is mainly provided by private practitioners, university clinics and institutes and provincial hospitals.
- Tertiary intervention, i.e. aid when psychopathology is already established, is mainly provided by private practitioners and provincial hospitals.

3.2 *Theoretical models concerning aid*

Psychologocal aid at all three these levels should have a theoretical basis in the various therapeutic orientations. Even providing information to help recipients should have such a point of departure because the information might otherwise have no emotional content and therefore no therapeutic meaning for the recipients. It is therefore important to note the various therapeutic approaches, which can be divided into three broad categories:

- Single therapeutic orientation

  This approach, according to which various therapeutic orientations are regarded mainly as mutually exclusive, led to the typical research questions of whether Orientation A produces better results than Orientation B? This approach has, however, lost ground because of an increasing awareness what therapists cling inflexibly to a single orientation developing, in Kelly's (1955) terms, impoverished, fixed and impenetrable constructs by which they wish to explain a complex world. From a diagnostic point of view they therefore find themselves in the same position as their clients.

- Integrated framework of orientations

  Various efforts have been made to use various therapeutic orientations to develop an integrated framework of which the different components are at least theoretically compatible. Some of the most important exponents of eclecticism have been Thorne (1950), Brammer and Shostrom (1968) and Carkhuff and Berenson (1967). This form of eclecticism has, however, been viewed very sceptically because it has not been able to provide adequate answers to questions on differential practice. Eclecticism in its other form – developing expertise in several therapeutic orientations and therefore also therapeutic diversity – has more potential for providing solutions to the problem of differentiated procedures, which some researchers regard as one of the most important challenges to applied psychology in the future. (Goldstein & Stein 1976; Ivey & Simek-Downing 1980)

- Interactional approach and family therapy

  The interactional approach (Watzlawick & Weakland 1977) and family therapy (Gurman & Kniskern 1981; Minuchin, Rosman & Baker 9178), each with multiple accents, have been developed as therapeutic frames of reference with the general systems theory as their point of departure.

3.3 South African research on services

Because the field of primary intervention has been discussed in other seminars during the workshop, only the research in which the focus falls on secondary and tertiary intervention is discussed here. According to the records of the Human Sciences Research Council and enquiries at South African universities, the following research in this regard has already been completed or is being conducted in South Africa:

Coetzee, J.: *Gesinsisteemverandering as psigoterapeutiese strategie vir die behandeling van geestesbesettingsgedrag* (Family system change as a psychotherapeutic strategy for treating mental cathexis behaviour)

Combrink, C.: *Gesinsberaad — 'n werkswyse met alkholiste* (Family therapy — a treatment for alcoholics)

Cruywagen, C.: *Die selfverwesenlikingsmodel van Virgina Satir by hulpverlening aan alkoholiste binne gesinsverband* (Virginia Satir's self-actualization model in rendering aid to alcoholics within the family context)

De Klerk, C.M.: *Two models of family therapy: implication for practice*

De Lange, T.A.: *Gesinsterapie in die behandeling van alkholisme* (Family therapy in the treatment of alcoholism)

De Leeuw, M.E.: *Die effektiwiteit van aksiegerigte benaderings in die behandeling van huweliks- en gesinsfunksies* (The effectiveness of action-oriented approaches in the treatment of marital and family functions)

Goldblatt, M.D.: *An assessment of factors influencing families to terminate counselling at a family life centre*

Goosen, G.H.C.: *Terapeutiese sukses as 'n funksie van veranderde gesinstruktuur* (Therapeutic success as a function of changed family structure)

Griesel, M.J.: *'n Model vir gesinsterapie vanuit empiries-opvoedkundige teorie* (A model for family therapy from empirical educational theory)

Groenewald, A.M.: *The effect of individual play therapy on the family system*

Hodgson, N.A.: *The structural and strategic approaches in family therapy — an integrative view*

Joubert, E.: *Die gebruik van 'n model by oudiovisuele terugvoer in gesinsterapie* (The use of a model in audiovisual feedback during family therapy)

Joubert, E.: *'n Ondersoek na die invloed van ko-terapeutinteraksie op gesamentlike gesinsterapie* (An investigation into the effect of co-therapist interaction on joint family therapy)

Le Roux, L.J.: *Huweliks- en gesinsvoorligting vanuit Christelike perspektief gesien* (Marital and family therapy from a Christian perspective)

Stander, M.W.: *'n Ondersoek na die wenslikheid van 'n sentrum vir huweliks- en gesinsberaad in Potchefstroom* (An investigation into the desirability of a centre for marital and family therapy in Potchefstroom)

Stander, R.A.: *Ortopedagogiese gesinsterapie* (Orthopedagogical family therapy)

Van Rooyen, F.: *Gesinsdiagnose met die oog op die ontwikkeling van 'n hulpverleningsprogram vir jeugoortreders* (Family diagnosis with a view to developing an aid programme for juvenile offenders)

Van Zyl, J.E.: *Die implikasies van eko-sistemiese epistemologie vir gesinsterapie* (The implications of eco-systematic epistemology for family therapy)

Van Zyl, J.J.: *Individuele versus gesamentlike videobandterugvoering by die modifikasie van gesinsdinamika* (Individual as opposed to joint video tape feedback in the modification of family dynamics)

Venter, C.A.: *Gesinsbeelding as tegniek in gesinsterapie* (Family imagery as a technique in family therapy)

Visser, P.J.: *Gesinsterapie met die gesinsisteem as verwysingsraamwerk* (Family therapy with the family system as a frame of reference)

Wilkinson, J.L.: *'n Ondersoek na geslotekring-televisie as hulpmiddel by gesinsterapie* (An investigation into the use of closed-circuit television as an aid in family therapy)

Yamey, N.: *Family therapy with stutterers — a social work approach*

4 Summary

To increase the success rate of therapy, therapeutic "precision rifles" and not therapeutic "shotguns" are required. The implication of this statement is that a theoretical frame of reference should be created to provide answers based on research to the question "Which procedure or orientation produces the best results under what conditions with which individual or group of persons?"

- Theoretical framework

Whereas the focus in psychology initially fell on intrapsychic factors, it gradually moved to a systems perspective. Although a systems perspective highlights important variables negated within intrapsychic models, this perspective should not dominate to the detriment of intrapsychic factors because this would result in attenuated knowledge and a narrowed perspective in terms of both explanatory and application models. Therefore theory developed from a systems perspective with ample accommodation of intrapsychic and constitutional factors is strongly advocated. Only if explanatory and application models are integrated in this way (Crafford 1986) can the success rate of therapy in terms of both frequency and duration be increased and can an adequate comprehensive rationale for research in a multi-ethnic country such as South Africa be created.

- Research

Although minor investigations have merit, they do not provide adequate answers to important research questions. Kestenbaum, for example, mentions that "There is a continued disagreement concerning differential diagnosis, etiology of the various syndrome complexes, and treatment methods" (1978:354) and "it is obvious ... that our understanding of childhood schizophrenia is still very limited. Treatment approaches still rely heavily upon the impressions, the intuition, and the clinical skill of individual therapists." (1978:378) Better co-ordinated longitudinal research projects are needed to provide answers to questions on etiology and the handling and prevention of psychopathology. Neglected fields of research include the early identification of children that run the risk of developing psychopathology, the aftercare of children that have been treated therapeutically for a certain syndrome and therapeutic support for families to decrease the trauma of psychopathological conditions. However, an important precondition here is that this research should be done from a theoretical frame of reference that can accommodate various theoretical points of view with regard to constitutional and environmental factors and the interaction between them. Such an approach should provide greater reality to Kestenbaum's (1978:379) point of view: "In the majority of cases early detection and vigorous treatment conducted in a systematic and comprehensive manner may well confer substantial and enduring improvement."

The above recommendations regarding theory development and research cannot really be accommodated within the present research set-up. The theory development advocated requires consultation between various disciplines and groups of researchers with their own established theoretical perspectives. Such a forum should be created. In more than one case the empirical testing of certain theoretical premises has resulted in a turning point in applied psychology and this empirical testing has been linked to larger research projects. In a certain sense this confirms the need not only for a forum for theory development, but also for an infrastructure that will facilitate larger co-ordinated research projects on the family.

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4 Research on divorce counselling

S.M. van Staden

1 Introduction

Although theoreticians have long emphasized both the rising divorce rate* and the trauma of divorce, relatively little research has been done on the divorce process and how to manage it. This state of affairs can first of all be attributed to the complexity of human relationships. Secondly, research on divorce counselling requires in-depth study because the people concerned have a reciprocal negative effect on each other owing to their inability to manage the problem of their relationship. A third possible reason for this lack of research is that assistance for people involved in divorce is not always understood properly. Divorce counselling also has preventive value because the persons involved in the divorce situation do not always realize that both intact and broken marital relationships have the same components. If this is understood, the persons involved will also realize that a personal contribution is needed, not only into the present marital relationship, but also for

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The incidence of divorce in South Africa

Number of divorces				
	1977	1980	1981	1982
Whites	13 816	16 543	17 065	17 683
Coloureds	1 486	2 088	2 910	3 303
Asians	391	519	636	723
TOTAL	15 693	19 150	20 611	21 709
Total number of children involved in divorces	21 403	25 545	28 717	29 076

the sake of a future relationship. However, if they decide to divorce, the marriage partners should each be aware of their own contributions to the failure of the relationship so that the divorce can be a learning experience for both parties.

Owing to the nature of this research and the inherent weaknesses of the designs, maximum control and careful and responsible relativization of results are important. Investigations mentioned in the literature are not always systematic and experimentally justified.

I shall therefore review existing research to provide a better understanding of the various facets of divorce counselling. Research methodology on divorce counselling and results obtained will also be discussed.

2 Review of research on the various facets of divorce

To understand divorce counselling and implement it successfully various facets should be taken into account:

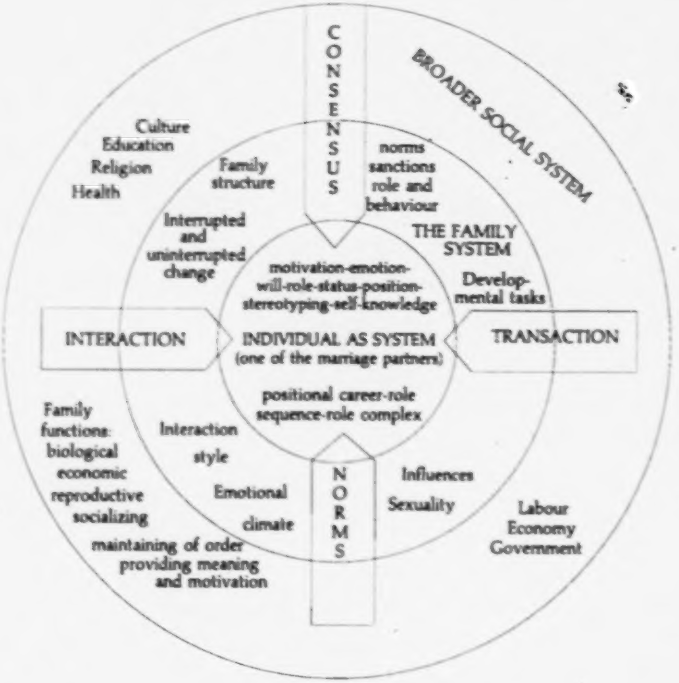
First, it is clear from a systems theoretical perspective that a divorce affects the functioning of every individual in the family. It may be asked why marriages break up. A study of the relevant data indicates that the husband-wife relationship in the nuclear family has altered as a result of the industrial revolution: changes occurred in both society and the family structure. Problems arose in the structurally isolated family and family disorganization appeared as a symptom of change. The situation of the nuclear family in industrial society and the process of urbanization led to alienation and isolation. Changes in society influence both marriages and family relationships on which the individual depends for direction, testing of various ideologies, values and norms, and security and acceptance. (cf. Steyn, Breedt 1977)

A diagrammatic representation of an individual as a member of a family within the broader social context is given on the next page. It shows the interaction between the individual, the family and the larger society, the norms that are established, transactions that are concluded and consensus that can (perhaps) be reached.

Secondly, although the components/functioning areas of the marital relationship do not form the main part of research on divorce counselling, it is essential for both divorce counselling and readjustment after the divorce that the components of the marital relationship be identified. Certain aspects of this relationship have been studied in research conducted since 1980, but little attention has been paid to the interaction involved. (*cf.* Price-Bonham & Balswick 1980; Spanier & Lewis 1980; Green 1983) During counselling the "predivorce phase" is indicated by a knowledge and understanding of the interaction between the components of the marital relationship.

In addition the counsellor also needs to know the difference between an intact and a broken marriage and requires certain guidelines for determining the extent of the deterioration of the relationship. Researchers have studied the climate in the broken marriage as well as the decisions leading to divorce. (*cf.* Miller 1976; Nye 1976; Rollins & Gallihan 1978; Green 1983) This research has shown that the stability of a marriage can best be tested by taking a variety of aspects of the relationship into account. Other researchers stress the rational and logical process of the relationship. (*cf.* Price-Bonham & Balswick· 1980; Kraus 1979; Albrecht 1980) They support Green's view, according to which postdivorce adjustment is affected by the reciprocal effect of certain factors, including circumstances that lead to the decision to divorce. (*cf.* Green 1983)

Diagram 1: Diagrammatic representation of the individual and the family within the broader social context



[I used the diagram above and relevant literature to situate the individual and the family (*cf.* Grobbelaar & Schoeman 1980:179).]

The components of both the intact and the broken marriage are identical. In the "healthy" marriage these components can be developed and even enriched to result in a truly healthy and developing relationship. Deterioration of the components will however lead to an irreparably broken relationship and to divorce.

Diagram 2 presents a suggested heuristic instrument (further research is needed before a model can be constructed) for both identifying the components of the marital relationship and describing the difference between a healthy and enriched marriage and a deteriorating or irreparably broken one.

Diagram 2: Heuristic instrument for identifying the components of the marital relationship and describing the difference between a healthy and broken relationship

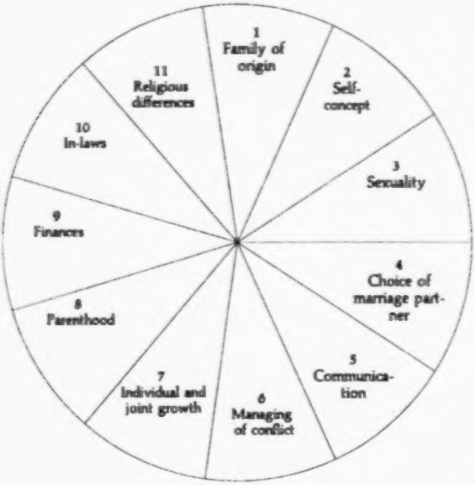


Diagram 3 suggests guidelines for determining deterioration and irretrievable breakdown of the marital relationship.

Diagram 3: Possible guidelines for determining deterioration and irretrievable breakdown of the marital relationship

Components of the marital relationship	Subdivisions of the component	Personal behaviour variables	Assessment 0 1 2 3 4 5
1 Family of origin	Family's interpersonal relationships	Personal links with family of origin	
	Problem situations not dealt with or resolved	Childhood problems not dealt with, resolved or expressed	
	Status position of family of origin	Awareness of status, qualifications, training and finance	
	Achievements as child in family of origin	Prosperous and happy childhood measured against achievements	
	Influences on individual members of family of origin	Influence of family of origin on guidance, values and norms	
2 Self-concept	Knowledge of self	Knowledge of qualities and inabilities	
	Composition of personality	Awareness of maturing process as ideal	
	Attitudes towards life	Self-appreciation and appreciation of others	
	Self-introduction and revelation	Becoming aware through observation, thoughts, feelings and intentions, and making this known	
	Assessment	Own personal assessment	

Diagram continues

Diagram 3 (continued)

Components of the marital relationship	Subdivisions of the component	Personal behaviour variables	Assessment 0 1 2 3 4 5
3 Sexuality	Attitude towards sexuality	Feelings of guilt because of experiences as child and young person	
	Infidelity before or after marriage	Lack of trust owing to uncertainties	
	Sexual maladjustment	Discontent and depression	
	Communication on sexual matters	Communication on sexual matters inadequate	
	Sexual relationship	Sexual relationship unsatisfactory	
4 Choice of marriage partner	Choice of marriage partner	Motive for choice of wrong partner	Reason for wrong marriage
	Assessment of choice of partner	Choice of inadequate partner	Moral characteristics, values and norms unacceptable
	Marriage		
	Compatability of marriage partners		Time too short to get to know partner
	Knowledge of partner		

Diagram continues

Diagram 3 (continued)

	Components of the marital relationship	Subdivisions of the component	Personal behaviour variables
Assessment 0 1 2 3 4 5 5 Communication	Time for talking	Insufficient time for communication	
	Open communication	Blocked communication channels	
	Knowledge of blockages	Specific communication blockages exist	
	Knowledge of styles	Application of knowledge of styles inadequate	
	Use of emotional style	Blockages avoided by using defence mechanisms	
6 Managing of conflict	Field of conflict	No or insufficient time for intimate communication	
	Managing of problems	Discord	
	Solving conflict	Discrediting and marital discord	
	Discussing differences	Estrangement	
	Implementing of conflict	Conflict causes deterioration of marriage	

Diagram continues

Diagram 3 (continued)

Components of the marital relationship	Subdivisions of the component	Personal behaviour variables	Assessment 0 1 2 3 4 5
7 Individual and joint growth and development	Successful adjustment	Incompatibility surfaces	
	Character development	Incompatible characters	
	Mutual understanding and support	Separation of partners	
	Self-realization	No understanding and destructive behaviour	
8 Parenthood	Adequate family discussions	Tense family situation	
	Expectations and needs as parent	Responsibilities not shared because of disturbed personal relationships	
	Parent role division	No consensus	
	Authority and discipline	Parent's standards differ	
	Family relationships	Destructive interaction	

Diagram continues

Diagram 3 (continued)

Components of the marital relationship	Subdivisions of the component	Personal behaviour variables	Assessment 0 1 2 3 4 5
9 Finances	Financial dependence	Financial dependence creates tension	
	Joint budgeting	Use "my money" and "your money"	
	Fosecasting	No planning with regard to finances	
	Joint decision making on expenditure	No decision making on expenditure	
	Adequate provision	Finances inadequate	
10 In-laws	Role of in-laws	Behaviour causes role of in-laws to be too prominent	
	Interference	Partner allows in-laws too much say	
	Consultation	Partner consults in-laws before joint discussion	
	Decision making	Partner acts in accordance with in-laws' decisions	
	Lodging	Lodging with in-laws creates tension	

Diagram continues

Diagram 3 (continued)

Components of the marital relationship	- Subdivisions of the component	Personal behaviour variables	Assessment 0 1 2 3 4 5
11 Religious differences	Marriage instituted by God	Aim of marriage to satisfy sexual needs	
	Unity of marriage	Fidelity to one man or woman not essential	
	Strength	If partners do not agree, divorce is solution	
	Religious differences	Views on faith and Christianity differ	
	Behaviour and functioning as a believer	Church attendance, Bible reading and prayer cause conflict	

Key = 5 = very often
4 = often
3 = now and then
2 = seldom
1 = exceptional

A healthy and developing marital relationship has the following characteristics:

- The partners' backgrounds, cultures and families of origin are similar.
- Self-discovery, building a positive self-image and behaving like an emotionally adult individual are possible in this relationship.
- There is open communication on sexual adjustment, intimacy, closeness and a mutually satisfactory sexual relationship.

- The choice of marriage partner is supplementary and moral attributes, values and norms are similar.
- There is regular meaningful communication between husband and wife. Occasions for family discussions are created to build quality relationships and to discuss the couple's respective role patterns and expectations.
- Differences and conflict are used positively as areas of development in the marital relationship.
- Each partner is a leader in his or her own right. Mental, emotional and character development are possible as the result of mutual support and security. Self-realization and movement towards one's true destiny are objectives.
- Discussions between parents regarding discipline, authority and parenthood make consensus possible.
- Financial independence, joint planning and budgeting represent a joint effort by the couple.
- Effective communication leads to agreement on in-law issues.
- There is agreement on religion between the husband and wife.

A deteriorating or irretrievably broken marital relationship has the following characteristics:

- The partners' backgrounds, culture and relationships in their families of origin reveal great differences and the influence on the children is negative.
- Negative interaction occurs and the individual is emotionally immature.

- Infidelity by one or both partners before or during the marriage causes distrust, tension and sexual maladjustment in the marital relationship.
- The choice of marriage partner is incorrect, as are the reasons for entering into marriage. Moral attributes, values and norms also differ considerably.
- Communication is blocked and destructive, and role patterns and expectations are unacceptable to one or both partners.
- Conflict causes estrangement and marital discord between the partners. Negative conflict results in physical, emotional and mental deterioration in the marital relationship.
- The partners cannot adjust owing to incompatible characters and the partners separate or become estranged.
- Disturbed personal relationships bring about a tense family situation and destructive interaction between the partners.
- A financial dilemma develops because of the couple's inability to communicate about planning, budgeting and expenditure.
- Problems are experienced with in-laws.
- Different religious affiliations make agreement between the couple impossible.

Research data shows that divorce is an extremely traumatic process, causing not only short-term tension but also long-term disruption. Therefore researchers divide the process into different phases or types of separation. Although the process itself cannot be subdivided, classification is used to facilitate understanding.

The reason divorce is regarded as a traumatic process is that the individual is deliberately rejected and this creates a variety of physical and emotional tensions (*cf.* White & Bloom 1981 and Kaslow 1981) for individuals who are otherwise well-adjusted. Cherlin (1981) also mentions that the trauma of divorce is emphasized by the results of studies among divorced people and their children during the phase preceding divorce. Furthermore divorce is a personally traumatic experience and the reality facing those involved is overwhelming. This reality includes the following:

- Discomfort of divorce, the breaking of old habits
- Revision of identity, the making of new friends
- Psychological separation, acceptance and recovery.

Jones and Jones (1980) define the divorce process on the basis of the following problems: emotional, legal, financial, professional and interpersonal relationship problems.

Bohannan's (1971) classification of six types of separation in the divorce process covers all the changes to be managed by those involved and provides a good perspective:

- Emotional separation related to the problem of a failed marriage
- Legal separation involving the grounds for divorce
- Economic separation focusing on the division of assets
- Splitting of parenthood related to custody and control, the single-parent family and visits
- Social separation that includes the problem of breaking away from the former marriage partner and recovering autonomy.

In this study it was regarded as important for divorce counselling to be seen as a process, but also to analyze the components that play a role in the phases before, during and after the divorce:

- Before the divorce the individual involved is to a certain extent unable to manage his feelings and counselling should cover the following: emotional separation, the role of decision making in the separation process and crisis intervention.
- During the divorce process counselling should focus on human aspects such as emotional separation, self-concept, division of interpersonal relationships and parenthood, and on material aspects such as planning in various fields, legal and economic separation.
- After the divorce, counselling should concentrate on converting the divorce into a meaningful process of breaking away by focusing on emotional and psychological separation, a review and processing of the correctness of decisions, readjustment to and involvement in the community, continuation of a relationship with the former marriage partner, single parenthood, the effect of divorce on children and remarriage. (*cf.* Diagram 4)

3 Research on divorce counselling: methodology

Divorce counselling as a form of assistance does not yet have foundations that can be built upon.

A study of existing literature yielded no information on the criteria for a badly deteriorated and irretrievably broken marital relationship. According to HSRC data, an M.A. student in the Department of Psychology at Unisa is currently conducting research on *A comparison of successful and unsuccessful marriages*. No information could be found on the transition from marriage counselling to divorce counselling when the marriage has deteriorated beyond saving. Available data on the implementation of divorce counselling

Diagram 4: Diagrammatic representation of the phases and components approach to the divorce process to provide guidelines for divorce counselling

<table>
<tr><td colspan="6">THERAPEUTIC RELATIONSHIP
DIVORCE PROCESS HAS VARIOUS PHASES</td></tr>
<tr><td colspan="2">PREPARATION AND COMMENCEMENT PHASE</td><td colspan="2">EXPLORATION AND IMPLEMENTATION PHASE</td><td colspan="2">CONCLUDING PHASE</td></tr>
<tr><td colspan="2">BEFORE THE DIVORCE</td><td colspan="2">DURING THE DIVORCE</td><td colspan="2">AFTER THE DIVORCE</td></tr>
<tr><td colspan="2">(A stage of consideration and doubt)
EMOTIONAL SEPARATION</td><td colspan="2">(A stage of legal involvement)
LEGAL SEPARATION</td><td colspan="2">(A period of discovery and regaining one's balance)
MENTAL SEPARATION</td></tr>
<tr><td>Feelings</td><td>Behaviour</td><td>Feelings</td><td>Behaviour</td><td>Feelings</td><td>Behaviour</td></tr>
<tr><td>A
- Disillusionment
- Dissatisfaction
- Anxiety
- Disbelief
- Estrangement</td><td>- Avoid reality
- Sulky or angry
- Arguments
- Confrontation</td><td>C
- Isolated
- Depressed
- Angry
- Failure
- Self-pity
- Helpless</td><td>- Enter into agreements
- Avoid reality
- Threaten
- Consult with lawyer or mediator</td><td>G
- Accpetance
- Self-confidence
- Excitement
- Autonomous unit
- Independence
- New vitality
- Future oriented</td><td rowspan="4">- Discover new identity
- Complete psychological separation/freedom
- Become satisfied with new situation and lifestyle
- Live purposefully
- Help children to accept finality of divorce and try to keep postmarital relationship positive for the sake of children</td></tr>
<tr><td colspan="2">DIVORCE COUNSELLING WITH MARRIED COUPLE</td><td colspan="2">FAMILY THERAPY
INDIVIDUAL COUNSELLING
THERAPY WITH CHILDREN</td><td rowspan="3"></td></tr>
<tr><td rowspan="2">B
- Despair
- Fear
- Anxiety
- Ambivalence
- Shock
- Inabilities
- Anger
- Low self-esteem
- Loss
- Inadequacy
- Frustrations
- Pain</td><td rowspan="2">- Denial
- Withdrawal
- Attraction including resistance
- Blaming
- Pretending everything is all right
- Attempts to win back marriage partner
- Asking family for advice</td><td colspan="2">ECONOMIC SEPARATION</td></tr>
<tr><td>D
- Lonely
- Discouraged
- Relief
- Anger
- Defence</td><td>- Try to achieve psychological separation
- Preparing for legal separation
- Preparing economic position
- Preparing for custody of children</td></tr>
</table>

Diagram 4 (continued)

MARRIAGE COUNSELLING DIVORCE COUNSELLING WITH GROUP WORK		CHILDREN IN GROUP THERAPY THERAPY WITH CHILDREN ADULT THERAPY		MARRIAGE COUNSELLING COUPLE/ GROUP	- Reunited /reconciled - Re-establisment of marital relationship - Rebuilding of mutual respect and trust - Willingness to discuss problems that caused separation
		Division of parenthood			
		E - Worry about children - Ambivalence - Uncertainty - Apathy	- Complaints and dissatisfaction - Re-adjustment to friends, family, labour market - Uncertainty when making choices		
		ABOVE THERAPY PLUS THERAPY WITH FAMILY			
		Division of parenthood			
		F - Optimism - Excitement - Discouragement - Ambivalence - Withdrawal - Dissatisfaction	- Finalizing divorce - Reaching out to new friends - Accepting new offers - Stabilizing of new lifestyle and children's routine - Discovering new interests and possibility of new job		
		ADULTS: INDIVIDUAL THERAPY, SMALL GROUPS CHILDREN : PLAY THERAPY			Diagram continues

Diagram 4 (continued)

<table>
<tr><td colspan="6">COMPONENTS OF CASE WORK PROCESS</td></tr>
<tr><td></td><td>DIAGNOSIS</td><td>PLANNING OF AID</td><td>AID</td><td>EVALUATION OF AID</td><td></td></tr>
<tr><td colspan="6">FORMS OF AID</td></tr>
<tr><td></td><td>Environmental change</td><td>Managing feeling</td><td>Direct influencing</td><td>Development of insight</td><td>Change of behaviour</td></tr>
<tr><td colspan="6">AID TECHNIQUES</td></tr>
<tr><td colspan="2">Support techniques
1 In accordance with feelings
2 Acceptance
3 Focusing
4 Generalization
5 Summary
6 Explanation
7 Recognition
8 Accreditation
9 Assurance</td><td colspan="3">Catharsis
Clarification
Confrontation
Interpretation
Advising
Provision of concrete aid
Social intervention
Role play</td><td>Role behaviour change techniques
1 Positive reinforcement
2 Negative reinforcement
3 Punishment
4 Extinction
5 Becoming insensitive
6 Reinforcement of aversion
7 Modelling
8 Experimenting and practising
9 Thought stoppage</td></tr>
<tr><td colspan="6">INTERVIEWING</td></tr>
<tr><td colspan="6">INTERVIEWING TECHNIQUES</td></tr>
<tr><td colspan="6">Listening Questioning Reflecting Summarizing</td></tr>
</table>

[Both research and available literature were used to formulate guidelines for divorce counselling (*cf.* Kaslow 1984; Van Rooyen & Combrink 1980).]

Diagram 5: A compact version of changes that may occur in the course of divorce counselling

Person's position in the past	Changes that occur	Crisis period	Possibilities for regaining balance	A new future — balance restored
The marital relationship	Physical separation	Ambivalent period	Constructive action — managing reality	
Positive factors: • Companionship • Common home • Common obligation • Sexual intimacy	Consultation with one or both marriage partners to end the marriage legally — this entails the loss of certain positive factors in relationship	• Reaction to loss of marriage partner and relationship is overwhelming • Attraction and repulsion for former marriage partner	• Acceptance of ambivalent feelings • Release from the past through managing and accepting guilt and anger	• Obtain a new identity as a person with personal objectives • Enjoy freedom, the possibility of new relationships and experiences as an independent person
				Reunion/ Reconciliation
• View of marriage partner as security • Security • Shared parenthood • Mutual respect • Common objectives		• Effort to manage the emotional highs and lows of separation grief • High degree of anxiety • Guilt and anger • Failure • Attempts to blame person or cause for failure of marital relationship	• Grieving for the loss of marital relationship and allowing oneself to experience the full impact of loss • Developing independence • Destructive behaviour: denial of reality • Use of defence mechanisms: - Denial - Regression - Depression - Displacement of real feelings - Psychosomatic illnesses - Playing games	• Re-establishment of marital links in respect of common obligations • Rebuilding of mutual respect and trust • Willingness to discuss problems that led to separation
Negative factors • Arguments • Feelings of guilt • Destruction of self-concept • Pain • Frustration • Anger • Dissatisfaction • Unsatisfactory relationship				**Lack of decisiveness and imbalance remains**

and the success of the assistance and measuring instruments is also very limited.

A review of relevant literature is not only important for the identification of possible research themes, but also for the formulation of an experimentally justifiable research design. The research on divorce counselling mentioned here is seen as having two distinct objectives to make it more meaningful:

- Research to obtain new knowledge where phenomena have been observed and where there is the possibility of new knowledge.
- Research as a problem-solving activity. Smit (1983:6) quotes Scott and Wertheimer as follows: "The investigator is simply interested in finding the answer to a specific problem, or else he just wants to describe the phenomenon as precisely as possible."

For the purpose of this research, both the time series and control test methods were used in the research design. The time series test method was used because observation before, during and after divorce is possible and this method therefore determines the effectiveness of divorce counselling (*cf.* Diagram 6). The control test method measures of the subjects' behaviour changes under two sets of circumstances. This test method therefore determines whether behavioural changes occurred after divorce counselling (*cf.* Diagram 7).

The time series test method and control test method will now be discussed.

3.1 The time series test method

This test method demands that observations be made at fixed time intervals. Matheson defines this method in these words: "Time series designs consists of a collection of multiple observations before treatment and comparing the observations with observations made during or after the treatment." (Matheson *et al.* in Smit 1983:98) The time series method for determining the effectiveness of therapy can be represented diagrammatically in this way:

Diagram 6: Times series test method to determine effectiveness of therapy

Group 1	Observation before therapy	Observation during therapy	Observation after therapy
	Ya1 Ya2 Ya3	Yb1 Yb2 Yb3	Yx1 Yx2 Yx3

The research variable used allows the observations to continue. The advantages of this method are that

- relatively few subjects may be used because each subject serve as his own control person.
- multiple observations of each subject reduce the possibility of a single error score.

Multiple observations before the introduction of the factor reduce the possibility of subjects acting in an atypical fashion owing to the observation process (the research procedure). Matheson has this to say in this regard: "A well-conducted time series experiment yields data that may be clearly interpreted. Time series experiments are best applied to the behaviour that appears periodically." (Matheson *et al.* in Smit 1983:99)

The disadvantages of this method are that there is no control over the presence of external influences (secondary variance) present in the same time interval as the investigation.

Because multiple measurements are used, more time has to be allocated to the gathering of data and fewer subjects will therefore be available.

If the preliminary observations are too monotonous, boredom or fatigue may affect behaviour.

3.2 The control test method

The control test method was also used in this research (*cf.* Smit 1983 and Polansky 1975). This method implies that the same group of subjects are compared under different circumstances (research circumstance Ya and control circumstance Yb). In other words, behaviour before the introduction of the research variable is compared with behaviour during or after the introduction of the research variable.

This design can be represented diagrammatically in this way:

Diagram 7: The control test method

Group	Control circumstance (before introduction of research variable)	Research variable	Research circumstance (during or after introduction of variable)
1	Yb	X	Ya

Theoretically the programme covers a period from before the divorce to after the divorce. Owing to the depth and intensity of the interviews, the effect of external influences has to be taken into consideration. Nevertheless, Smit (1983) maintains that a single group of subjects can serve as their own control and that the equality of the groups under the two sets of circumstances be assumed.

With regard to the research methodology used, it is important to note that it is necessary to operationalize well-founded theoretical premises and that answers and guidelines have to be discovered. However, global, general studies alone will not provide the answers, but research that can be applied with a specific definition of variables is also required.

4 Research results

When reporting research results the focus falls on the author's personal research because nothing else is available in South Africa. Very thorough overseas research has been conducted by Bohannan (1971), Krantzler (1974), Callahan (1979) and Kaslow (1984).

4.1 Heuristic instrument

In the course of the research it became clear that there were shortcomings in the literature for both the components of the marital relationship and the description of the difference between an intact and a broken marital relationships. A heuristic instrument that is a function of a theoretical model was therefore used to suggest and identify certain primary questions and problems that should be researched (*cf.* Correl 1983 and Diagram 2). Identification of the marital relationship components and their effect indicated the condition of the predivorce relationship to the researcher as counsellor. It was significant that many couples considering divorce were ignorant of these components, their reciprocal effect and the role of adjustment in the marital relationship. The subjects were also ignorant about the difference between an intact and a broken marital relationship. Possible guidelines for determining deterioration and irretrievable breakdown of marital relationships had to be found.

The six married couples did not complete the divorce process because they decided not to continue with divorce proceedings but to consult a marriage counsellor instead. They had to be eliminated from the research. Their case underlines the necessity for using the measuring instruments mentioned (*cf.* Diagram 3).

After completing the three phases of the divorce process and the research there were four couples who decided to remarry and report for marriage counselling.

4.2 Possible guidelines

In this research the possible guidelines for determining deterioration and irretrievable breakdown were followed and the six-point scale was completed by all the subjects. The procedure has however not yet been verified.

4.3 Discussion of the results

In the test results the total group of subjects showed a statistically significant difference in three particular problem areas with regard to the averages for the three phases before, during and after divorce. The three areas concerned problems about feelings, the self and interpersonal relations. The other two problem areas did display a difference with regard to averages and percentages. The problems of establishing personal objectives and managing ambivalent feelings related to the independent functioning of the individual have not yet yielded any statistically significant results. The researcher is aware that independent functioning cannot occur immediately. The setting of task objectives and the possibility of realizing them were statistically significantly different with regard to planning in certain fields that will promote independent functioning. It appears that there was a decrease in the scores and intensity of the problems in the phases before, during and after divorce. The three phases (before, during and after divorce) respectively indicate the position in the past, during the ambivalent period and the subsequent managing of reality. The subjects therefore undergo changes in the course of the divorce process but have to adapt to and deal with the changes throughout the entire process, and this makes the counsellor's support essential.

Both the internal and external factors that played a role in the decision to obtain a divorce were studied. In the phase before the divorce, external factors played a greater role than internal factors, but the opposite occurred during the postdivorce phase. The reason for this is that during the predivorce phase the focus often falls solely on the apparent problem. After the subjects had learnt to understand both their marital relationships and themselves better, most of them developed more insight and therefore realized that internal factors had led to the deterioration of the marriage: The internal factors therefore suggest the cause and core of the problem. In the phase during the divorce the economic future and functioning also provided interesting material for study. Female subjects envisaged financial problems to a far greater extent than did males (63,64 % as opposed to 18,18 %) and this trend was also revealed in the interviews, where females displayed much more uncertainty than males with regard to their financial future, including jobs and housing.

Statistically significant differences in the predivorce and postdivorce phases were revealed by the log-linear analysis method. Significant differences were also found with regard to problems concerning the persons involved, particularly, in respect of their feelings, interpersonal relationships and their independence in various fields of planning. Hetherington *et al.* (in Stevens, Matthews: 1978) maintain that relationships play an important role in people's happiness and self-image.

Problems with children experienced before and after the divorce by the persons involved showed a non-significant decrease. These problems concern both the parent-child relationship and the exercising of discipline and authority. The fact that there was no significant decrease in the problems could be an indication that not only individual interviews but also groupwork assistance should be used. The problems with children also involve single parenthood and contact with the father/mother. These problems surface in the postdivorce phase in particular and might decrease significantly once more time has elapsed and assistance programmes have been implemented.

The results of this research reflect only a short-term estimate of the variables concerned since the posttesting occurred in the phase following immediately on the divorce. A follow-up study could give an indication of the long-term results. Since the sample was small, the results cannot be summarily generalized. However, on the basis of the test results and the effectiveness of divorce counselling as a form of assistance it can be said that the problems subjects experienced in respect of themselves decreased significantly, although the problems with regard to the children did not.

Generally speaking divorce counselling did serve the purpose of changing the divorce process into a meaningful separation process to maximize effective individual functioning.

5 Conclusion

5.1 Further research

From that already stated, the following broad guidelines for future research can be formulated:

- Research without a proper theoretical basis is conducted in a virtual vacuum. Theoreticians from various disciplines should therefore examine the development of a systemic family theory with relevant variables.

- Although the methodology used in the research on divorce counselling is inadequate, it has been established that the people involved have to manage various changes simultaneously, that these changes affect the functioning of the individual and his/her future relationships and that divorce counselling can be implemented successfully as a support service.

  Attention should therefore definitely be given to the development of research designs for studying the functioning and effect of and relation between specific variables.

- Ignorance and ambiguities as to the components of the marital relationship, the difference between an intact and a broken marital relationship and the fact that divorce often does not solve problems should receive priority in future research. Researchers should develop preventive methods in respect of content and value of relationships.

- As far as divorce itself is concerned, future research should also stress the meaningful handling of the process. With regard to divorce counselling, guidelines for handling divorce should be established.

Divorce is a traumatic experience for all concerned. If the courts of law, family courts and various disciplines co-operate, divorce can be prevented to a great extent by providing the people concerned with the necessary knowledge regarding the marital relationship and the adjustments required to make it succeed. Divorce can also be managed better by changing the divorce process into a meaningful learning experience and separation process. Specialized training is therefore essential to obtain the knowledge necessary for providing divorce counselling.

5.2 *Separation*

- Emotional separation

For the purpose of this research the emotional crisis caused by divorce implies the loss of a primary relationship and the purposeful and active rejection by another person who always remains the symbol of rejection. Opinions differ as to the stage in the divorce process during which most trauma is experienced. (*cf.* Chiribaga in White & Bloom 1981; Goode 1956 & Albrecht 1980)

Emotional separation occurs when the persons involved experience their feelings less intensely and this leads to emotional detachment. The feelings experienced during the divorce process include shock and denial, ambivalence, confusion, disorganization, fury, aggression, guilt, depression, failure and inferiority, loneliness, fear, sorrow, grief and self-pity.

- Legal separation

Legal separation implies the intervention of the state, namely the legal institution of divorce and the court procedure during which the marriage is ended. The legal system often has to manage the problems caused by emotional separation. However, in most cases a divorce is not finalized by the court order, particularly if arguments and resentment continue. Goldman & Coane (1977) and Chiancola (1978) maintain that the legal system often increases rather than resolves marital discord because of the lawyer's one-sided advocacy. I support Bohannan's (1971) opinion that the legal system does not make the organized socially acceptable discharge of emotions possible.

- Economic separation

The division of assets and discussion of maintenance occur during the court proceedings and imply economic separation.

In western countries a husband and wife constitute one economic unit and for the purposes of this research it is therefore assumed that economic separation also occurs as part of the divorce process.

When determining maintenance, the wife's training and health, the duration of the marriage, the moral behaviour of the parties, the ages of the children and the income tax situation are taken into account. The father is responsible for the economic support of the children, but there are no adequate measures for enforcing maintenance obligations.

- Divided parental responsibility

This concerns the division of parental authority with one parent having custody and control of the children and the other guardianship of and access to the children. The family situation, involving a husband, wife and children, changes from one in which both adults have equal responsibilities to one in which one parent has control over the children and the other limited rights and obligations. According to Bonkowski and Wanner-Westley (1979) the whole family system is fragmented even though the fragments continue to interact on certain matters.

The most difficult decision in the divorce process is probably the one concerning the children. The author supports Charna's (1981) opinion that the quality of the parent-child relationship should take precedence over other matters such as the sex of the parents when deciding on who should obtain custody and control of the children. During a symposium in September 1984 arranged by the Department of Social Work at the Rand Afrikaans University in Johannesburg, Prof. Kaslow of Duke University, Durham, United States of America, mentioned that in America joint custody as well as continued contact with both parents are strongly recommended and emphasized. However, according to Ahrons (1980) and Ricci (1980), joint custody is still opposed in South Africa.

- Community separation

Community separation occurs when the divorce becomes a fact. For the purposes of this research it is assumed that the kinship system and society permit divorce without making provision for the consequences. Social institutions force divorced people to remarry by making their unmarried status uncomfortable. Mead (in Bohannan: 1971) says that society regards even the most undesirable selection of a marriage partner as a life partnership and that every divorce, irrespective of why it occurs, is regarded as a failure and a form of social disorder. Several studies have revealed that divorced single parents become isolated from their neighbours and participate less in community activities. (*cf.* Smith 1980) Cox and Cox (in Stevens & Matthews 1978) found that the social life of divorcees improved after two years, but was still not the same as that of married women.

Changes in a divorced person's status often lead to changes in the community's attitude. I feel that the long period of transition in which social life changes without the establishment of a new social network or a new identity is the most difficult phase in the process of community separation.

- Psychological separation

Psychological separation is the last phase in the divorce process and is often the most difficult. Emotional separation, involving the dealing with and adapting to the emotions experienced during the whole divorce process, is actually a preliminary phase facilitating psychological separation. For the purpose of this research it was assumed that a constructive divorce (and therefore psychological separation) becomes a fact when the former marriage partners realize that divorce was the best solution and both parties have a balanced opinion of each other without guilt or grudges. This phase involves developing an understanding of what happened, decreasing preoccupation with the past and developing an interest in work, friends and the future. Shock, aggression, depression and failure are at last replaced by acceptance, increased self-understanding and a feeling of self-worth. The final phase of the divorce process is indicated by those involved focusing on themselves instead of on their former spouses and/or the marriage and an acceptance of and responsibility for personal feelings (*cf.* Chiancola 1978). Although divorce entails a total change of lifestyle, successful psychological separation can make the person concerned aware of a meaningful opportunity for growth, since this opportunity also includes divorce as a learning experience.

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5 Research on pastoral services in respect of marriage problems

C. de W. Lombaard

1 Introduction

The clergy are intimately involved with the everyday lives of the members of the churches they serve. Clergymen concern themselves mostly with the quality of the spiritual lives of their parishioners, and it is this concern for their well-being which involves the clergy in a special relationship not only with their parishioners and their emotional distress and problems, but also with their family life. (Hollinger 1979) This includes marriage.

No professional worker in the community is more privileged than the pastor in having a close, meaningful professional relationship with the people he serves. He marries them, baptises their chldren, and sometimes buries them. He has virtually open access to their homes. He lives with them, guides them, cautions them and comforts them. They come to him for guidance, consolation and assistance in growing emotionally and spiritually towards religious maturity. All spiritual workers in the community seem to be similarly involved, but the extent and quality of this involvement is not easily established.

I was unable to establish the total number of denominations, churches and registered religious organizations working in South Africa. It would appear that there are more than 3 000 groups with a religious element in their approach to marital problems working in the black community alone. (Department of Statistics 1985) The degree of involvement becomes somewhat clearer, however, if one bears in mind that the number of registered church marriage officers in the Republic increased by 403 from 7 234 in June 1984 to 7 636 in June 1985. (Department of Internal Affair 1985)

The purpose of this chapter is to look into the nature of the pastoral services regarding marriage problems provided by the varous denominations in South Africa. No literature presenting a complete overview of the practical situation and the research in this field is available. To address the questions that needed answering, a particular type of research method was implemented.

2 Sources of information

The following sources were used to gather as much information as possible:

- Letters: Fifteen letters requesting information were sent to the following people:

  Heads of departments of practical theology at universities.

  Pastoral psychologists working in pastoral care centres and certain hospitals.

  Heads of theological research institutes doing research into marital and family life (Kital, an institute of the *Hervormde Kerk van Afrika*, and the *Instituut vir Sendingwetenskaplike Navorsing* at the University of Pretoria).

  They were asked three questions:

  Did they know of any South African research into pastoral services in respect of marital problems?

  Did they think research in this field was necessary?

  If so, what research should be carried out?

- Personal communications with several leading theologians from different denominations working in the field of marriage counselling.
- Numerous telephone calls and discussions.

3 Results

Seven recipients responded to the letters. Personal communications with leading theologians and subsequent telephonic discussions were recorded.

3.1 Pastoral services for marital problems

To the first question the answers were unanimous: None.

Quite a substantial number of M.Th., B.D., D.D. and D.Th. theses have, however, been produced. (Smuts 1985b; Van Rooyen 1985; Venter 1985) These studies are mostly literature reviews and descriptive in nature. Students studying at different theological departments work on different aspects of marital and family life. This ongoing work at the University of South Africa and the University of Stellenbosch is representative of studies at all the universities. An example of studies in progress is given below.

Bester, C. *Huweliksberaad in gemeenteverband* (D.Th.)

Potgieter, W.E. *Die rol van die selfbeeld in die huweliksverhouding* (D.Th.).

Van Wyk, W.P.J. *Die pastorale hantering van depressie in die huweliksproblematiek* (D.Th.)

Boshoff, H.J.J. *'n Prakties-teologiese ondersoek na die funksionering van groepsdinamika in huweliksverryking* (M.Th.)

Eayrs, T.H. *Divorce: Its spiritual trauma in the lives of children* (M.Th.)

And this is a study that has already been completed:

Hanekom, F. 1984. *Huweliksverryking*. D.Th. thesis Stellenbosch. (Louw 1985b; Pieterse 1985)

Certain studies use strict theological Biblical methods to describe Biblical norms for the marital relationship. (Kloppers 1985; Combrink 1985; Du Plooy 1983) Other studies, however, focus on the more practical aspect of pastoral marital care, leaning heavily on psychological and social work concepts and methods. (Lombaard 1985; Smuts 1985b)

Marital enrichment (Louw 1985b), divorce and pastoral care during and after the separation process are also covered. (Du Toit 1985; Sadler 1985; Prins 1985) A continuous stream of popular books on various aspects of marriage are published. These are mainly targeted at the church-going population and aim to help people prepare themselves for marriage or enrich their marriages and deal with stress situations. (Lombaard 1983; Low 1983a and 1983b)

It must be noted that the publications mentioned here do not pretend to represent a complete list of the pastoral literature published in South Africa on marital problems. They are, however, examples of the wide spectrum of clerical approaches to marriage and marital problems.

3.2 Necessity of research

Again the answer to the question on the necessity of research was unanimous: Yes. It was almost a cry for help and to understand this cry, the nature, work methods and the extent of pastoral care being undertaken need further exploration.

Most denominations uphold one basic concept regarding marriage: What God hath joined, let no man put asunder. For the Christian pastor it is undeniably true that God initiated marriage (Gen. 1:27 and Gen. 2) and that marriage is monogamous and indissoluble. (Matt. 10:9; Matt. 19:6 and 1 Cor. 7:10) It is, therefore, the duty of the pastor to care for the marriages of his people. He is committed to do so. It is an integral part of his work and daily responsibilities.

It seems that all churches to a greater or lesser degree involve themselves with marriages at the following levels:

- Premarital pastoral counselling (preparation for marriage)
- Marriage enrichment (improving the healthy marriage)
- Pastoral marriage counselling, therapy and care (marriage with pathology)
- Pastoral care during divorce.

(Smuts 1985a; Prins 1985; Du Toit, H.D. 1985; Light 1985; Jonker 1985; The office of the Bishop of Johannesburg, Roman Catholic Church 1985; Kotze 1985; Du Toit 1982; *Algemene Sinode, Kommissie vir die Diens van Barmhartigheid* 1985; 1985).

The first question to be answered is, "Who does the work?" Basically the pastor does the work in the parish. This applies to such churches as the Methodist, the Anglican, the Congregational, the Presbyterian (Light 1985), the Roman Catholic (Kotze 1985), and the *Nederduitse Gereformeerde Kerk* family of churches with pastors working among black, coloured and white people (Smuts 1985a; Keyter 1985), the *Hervormde Kerk van Afrika* (Prins 1985), the *Gereformeerde Kerk* (Zaayman 1985) and the Apostolic Faith Mission. Unfortunately, it was not possible to get feedback from a vast number of churches and groups, Christian and non-Christian, working among the blacks and Indians, but we can assume that in one way or another these clergy also have some involvement in the marriages of their followers.

Some churches also provide specialized services. Clergy may refer difficult cases to pastoral centres for more specialized attention and pastoral care. The following churches operate pastoral care centres:

- *Nederduitse Gereformeerde Kerk*: 6: In Johannesburg, Pretoria, Cape Town, Bloemfontein, Klerksdorp and Bellville
- *Hervormde Kerk*: 1: In Pretoria.
- Apostolic Faith Mission: 1: In Johannesburg
- Roman Catholic Church: 1: In Johannesburg.

These centres offer specialized psychological services and are staffed by psychologists registered in either counselling psychology or clinical psychology with the Professional Board of Psychology (South African Medical and Dental Council).

Some of these centres offer a team approach to the treatment of marital problems. Such a team comprises psychologists and social workers specialized in different fields and with various approaches, such as individual therapy, group therapy and family therapy (this is the case at the *Pastorale Sentrum*, Johannesburg). The Roman Catholic Church runs a family life centre in Johannesburg, which trains and uses selected lay people as counsellors under the supervision of registered counsellors. (Kotze 1985)

In the Methodist, Anglican and Presbyterian churches, no church organized services are available. However, some pastors do individually train themselves more intensively and are registered psychologists. Colleagues refer parishioners to them for more specialized pastoral care. (Light 1985)

Pastors also make referrals to psychiatrists and psychologists in private practice and to child and family institutes at universities and hospitals, but in most cases preference is given to Christian professional counsellors.

The second questions is, "What methods do pastors use?"

Several facilities are at the pastor's disposal to inform, care for, and counsel his congregation on the subject of marriage. These are some of the main procedures:

- Sermons, mainly used to explain the Biblical norms on marriage.
- Individual premarital interviews with couples during which practical relationship issues are discussed, such as the nature and essence of marriage according to Biblical norms and the bonds linking the couple; the nature of communication and techniques for achieving it; money matters; family involvement; sexual adjustment; the religious aspects of marriage and marriage and personality. (Lombaard 1983)
- Premarital group counselling.
- Informal conferences organized within the congregation with a view to strengthening and enriching existing marriages. Usually this takes place in a group setting. The pastor will use more outgoing parishioners to help in role play and to stimulate discussion.
- Marriage enrichment weekend camps. Usually the whole family is involved and a carefully planned programme is followed. What is known as the "Marriage Encounter"

programme is very popular in certain denominations (Roman Catholic and Anglican Churches). (Du Toit 1982) The work of Clinebell (1979, 1981) is found particularly useful by some pastors.

- Some churches hold weekend retreats. These are used for different purposes, including marital enrichment for those who feel in need of it.
- Pastoral counselling with parishioners who have serious marital problems and crisis intervention by means of home visits followed up by regular counselling. These cases demand a pastor's understanding of his own limitations and sensitivity, as well as insight to know when and to whom a couple can be referred.
- From time to time some denominations organize seminars and symposia. Various aspects of marital life are discussed and these seminars are usually led by prominent professional people who lecture or work in this field (*Sinodale Kommisie vir die Diens van Barmhartigheid*: 1979, 1984).

4 Training

It should be clear from what I have already said that special training is needed for successful pastoral marital counselling. Do pastors have this training? Are they sufficiently qualified in the skills of interviewing, in basic psychological diagnostic methods as well as in theology to undertake such a responsible task?

Most individual pastors will answer "No". It is therefore necessary to examine and evaluate present training programmes for pastors.

Most training programmes can be divided into three phases:

- The formal phase
- The practical phase
- The in-service training period.

4.1 The formal phase

All theological seminaries and university departments offer courses in pastoral counselling in general and frequently specialized courses in pastoral marital counselling. These courses include a general knowledge of basic psychological concepts. A general knowledge of the field of psychology is required of priests in the Roman Catholic Church, including topics such as marriage, alcoholism, preparation for marriage, counselling and homosexuality. (Light 1985) Rhodes University in Grahamstown trains ministers for the Methodist, Anglican, Congregational and Presbyterian churches, offering a four-year course culminating in a B.Th. degree. From the first to the fourth year special attention is paid to human development and human behaviour from a psychological perspective. Psychopathology, mental illness, inner and environmental stress, the marriage relationship, divorce counselling, marriage preparation and pastoral care and counselling receive special attention. In the fourth year it is compulsory for students to do practical work. A postgraduate course in crisis counselling, counselling approaches, counselling the terminally depressed and counselling the terminally ill is offered. Most of these courses lean heavily towards understanding the problems of black parishioners and pastoral counselling in that context. (Cunningham 1985) Seminaries and departments of practical theology concerned with the training of clergy for the *Nederduitse Gereformeerde Kerk* (white, coloured and black) pay attention to psychology and the use of psychological methods in their curricula, placing special emphasis on pastoral care and pastoral counselling.

The Faculty of Theology at Stellenbosch offers a M.Th. degree in clinical pastoral care. (Louw 1985a) This enables the pastor to do pastoral care and counselling at a more specialized level. Psychology at third-year level is required for admission to the course. (Smuts 1985b; Louw 1985a)

The *Hervormde Kerk* follows the same pattern as the *Nederduitse Gereformeerde Kerk*, also stressing the importance of pastoral counselling in general and marriage counselling in particular. It does not offer a specialized postgraduate course in pastoral care. (Prins 1985)

I have not been able to establish the position regarding pastoral care in other denominations.

A few pastors (approximately 30 according to the membership list of the Society for Clinical Psychologists of the RSA) are doubly qualified as ordained ministers of religion and also as registered psychologists, all holding M.A. degrees in psychology. Some have progressed to doctorate level. Only eight of these pastoral psychologists work in counselling rooms, the majority holding lecturing posts. They act as consultants, diagnose and do psychotherapy. They also often help in congregations with premarital education, marriage enrichment groups and in-service training of the clergy.

4.2 The practical phase

All the training centres require periods of practical training for their students. This training is in some cases an ongoing process through all the years of study. Most centres have a compulsory period of practical work in the last year of the course. This includes experience in pastoral care and counselling of people with marital problems.

Students are trained in groups and also in congregations under the supervision of the local pastor. The periods set aside for this special practical training vary from one to three months a year.

4.3 In-service training

In-service training is an ongoing process in most churches. Numerous opportunities are created for clergy to come together in groups. Some of the groups have special lectures on marriage, marital problems and pastoral care.

The General Commission for Marriage Care of the *Nederduitse Gereformeerde Kerk* provides a curriculum for in-service training in pastoral marital care. (*Algemene Sinode, Kommisie vir die Diens van Barmhartigheid* 1983) The following aspects of pastoral marital care are covered: norms; anatomical and physiological aspects; psychological aspects; sociological aspects; legal aspects; education and preparation for marriage; marital problems; marriage counselling.

Some churches have special ongoing theological education courses in pastoral marital care covering most of these aspects.

Clergy, especially English-speaking pastors, also attend courses in clinical pastoral education. Clinical pastoral education is the name given to a form of theological education whereby ministers, theological students and others acquire experience of pastoral care through supervised practical involvement.

The clergy are committed to improving their knowledge of the structure of marriage and its pathology, and of counselling. Unfortunately I have not found it possible to establish what is being done in black churches. According to the *Instituut vir Sendingwetenskaplike Navorsing* almost nothing is done in this respect. (Letter 1983)

5 Further research

I have already made it clear that the pastor cannot avoid practical and theoretical involvement in the marital life of his parishioners. It was against this background that the General Commission for Marriage Care (*Algemene Sinode, Kommisie vir Huweliks- en Gesinsorg*) of the *Nederduitse Gereformeerde Kerk* decided as far back as 1982 to ask the HSRC to initiate scientific research into marital and family life in Souith Africa. (Minutes 1982)

Respondents were once again unanimous, this time on the necessity for research. They all felt that the church makes decisions about marriage, that they work with marriages and that this was such a responsibility that it could not be undertaken without valid objective knowledge.

The following proposals on the areas requiring investigation came from the respondents:

- The perception of black people of a "healthy family and marriage relationship".
- Preparation for marriage: What is the best way to approach young black people? What methods can be used to educate them?

- The relationship between the individual and the family group amongst blacks. (*Instituut vir Sendingwetenskaplike Navorsing* 1985)
- How to prevent divorce? How can church members be incorporated into pastoral programmes to prevent divorce? What causes divorce? (Venter 1985)
- What is pastoral marital care? In what respect does it differ from psychotherapy? (Smuts 1985b; Van Rooyen 1985)
- The spiritual decline of the male in respect of emotional and personal development. (Louw 1985a)
- Marriage is such a multifaceted situation that urgent research should be undertaken by a multidisciplinary team (most of the respondents).

6 Summary

This is an overview of the field of pastoral marriage care and counselling in which the pastor is involved within his congregation. No real scientific reports exist and indeed research is urgently needed.

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6 Research on available counselling services for children

S.H. van Wyk

1 Introduction

1.1 Research as a lifestyle

Research has become a necessity for developed industrial countries as well as developing countries, because it has a significant influence on the material and mental well-being of a society. It is no longer a luxury, but has become an integral part of civilized life.

In South Africa, research in the human sciences obtained its independence through a process of slow and labourious development. The HSRC outlined this development in its investigation into education in South Africa. All institutions responsible for counselling children that wish to keep pace with future trends should become research aware. First and Third World cultures converge in South Africa and the First World expertise of the white population should be made more widely available in the interest of the country.

1.2 Necessity of counselling services for children

Counselling services for children are characterized by a search for solutions to the multitude of problems children face in their lives. These problems become increasingly complex as the structure of society and the physical environment change rapidly. These changes have caused a great diversity in the current views on the world and life in general. In many instances even parents have conflicting opinions on norms for raising their children. Parents can no longer be sure that the way they raise their children will be adequate for the changing circumstances in which they live. Deviance and juvenile deliquency are increasing at a disturbing rate. This is to be expected if our country's divorce rate is an indication of the quality of family life: 21 593 divorces were granted in South African courts in 1984, of which 17 568 involved white couples and in which 21 271 children were involved. (Statistical News Release 1985)

Juvenile deviance is characterized by a multitude of symptoms. These do not go unnoticed by various institutions and assistance is rendered on a large scale, but not always with the desired results. Because there are so many children with problems, it often happens that anyone with the inclination and interest tries to help these children to solve their problems. Such children are treated by medical practitioners, psychologists, social workers, occupational therapists, speech therapists, remedial teachers and, alas, also by educationists. Sometimes a child is even treated simultaneously by more than one therapist. Multidisciplinary assistance could be rendered more successfully if research was conducted in an orderly way. The current haphazard situation causes overlapping, conflict and deficiencies and makes it difficult for everyone to give the help required.

1.3 When does a child need counselling?

When research is conducted on an effective counselling service it is necessary first of all to know when a child needs such help. It is the "deviant child" who should receive help. The problem is that there is no consensus on the meaning of the term "deviant". It may, for instance, refer to a deviance concerning the child's personal potential. The "deviance" may also relate to the child's behaviour and self-realization. It is therefore obvious that one can speak of deviance only from some or other norm.

It is necessary first of all to determine on what grounds a child requires help, as this will determine the type of help provided. It is also of the utmost importance to determine the cause of the problem. With the support of the HSRC, much research has been conducted by the Universities of Pretoria, Port Elizabeth and Stellenbosch and the Rand Afrikaans University, as well as by the Transvaal Education Department. These are all institutions at which the pedagogical view of deviance prevails. Several institutions that concern themselves with juvenile deviance are not really familiar with this view, particularly because its literature and documentation are fairly new and because most of the publications are in Afrikaans.

The pedagogical view is, briefly, that a child develops in an adequate pedagogical situation to the level of adulthood that his individual personal potential enables him to attain. This requires inputs from both himself and his educators. If errors and inadequacies occur in his education, his development and learning are hampered. Developmental lag, learning problems and even behavioural problems arise. These are considered deviant.

2 Findings

Aid and counselling services are provided by a vast number of institutions including various churches, state institutions such as the Departments of Welfare and of Health, childcare associations, the councils for the deaf, the blind, and the partially sighted, school counselling services, various child guidance institutes at universities and many others. An investigation into their methods of work, research and views on the causes of juvenile deviance showed that they held seven different theories. Although our knowledge of human behaviour is currently increasing rapidly, the fact that the insights are often unstructured and unordered causes much confusion. Most individual researchers arrive at their findings with great effort, but these findings do not always provide greater insight into counselling services.

The abovementioned theories all have merit: followers of the behaviour theoretical, psychodynamic, biophysical, sociological and ecological views regard the child as a victim of his innate inclinations and/or of stimuli from his environment that affect him.

In contrast, the "antitheoretical" view is that the child actively participates in his own development and that he will realize himself adequately as a matter of course, but that he is prevented from realizing his inherent good by the interference of his fellow human beings.

The pedagogical view, however, points to the relationship between the contribution of the educator and the self-realization of the child. The pedagogical view is that the child can only fulfill his potential under the proper guidance of his educators — such guidance will enable him to transform his potential adequately into realities.

Juvenile deviance occurs when there are inadequacies in the dialogue between educator and child. The pedagogical view is that juvenile deviance is caused by the errant giving of meaning as a result of inadequate education. This view of juvenile deviance is not as narrow as the other views mentioned.

Wherever counselling services are offered with regard to juvenile deviance, it is obvious that educational inadequacies also exist, irrespective of the nature and extent of other possible causes.

It was also obvious from the investigation into available counselling services for children that all institutions give some or other advice to parents on raising their children. What is meant by the problematic raising of children is not, however, always clearly defined. Quite often educational problems are defined in terms of "negative environmental influences", as is the case with the ecological and sociological theories, or in terms of "undesired responses", in the case of the behaviour theoretical view.

This misinterpretation of the contribution made by educational problems of juvenile deviance makes the services rendered in counselling less effective and purposeful. Thirteen institutions that provide counselling services for children were inspected and it was found that only two operated on the basis of diagnoses. The results of these diagnoses are arranged according to a structured theoretical framework and the overall aim is then broken down into secondary objectives.

Most counselling services have inadequate guidelines for the formulation of objectives, planning and selection of content for therapy.

2.1 Selection of techniques

At all the institutions providing counselling services for children, the selection of a counselling technique is the top priority. Preference is given to techniques that yield rapid results. Because of the large number of children needing help the lack of trained staff, busy schedules of parents who have to assist the children and financial considerations, it is not possible to use time-consuming techniques such as psychoanalysis and non-directive counselling services.

2.2 The relationship between counsellor and child

Most institutions agree on the nature of this relationship, except for the matter of authority. Not all are prepared to accept the responsibility of maintaining authority and some feel that this should be left to the teacher or parent. In addition, some do not regard their therapy as educative, although all forms of assistance to a child are educative.

3 Conclusion

This investigation into the current situation regarding counselling services available to children with problems led to a number of conclusions. Case studies conducted at various universities revealed the following:

- A theoretical framework is of great value in practice. It provides firm guidelines that the therapist can use to orientate himself, to plan responsibly and, with reasonable certainty, formulate a possible further course of assistance.
- Careful planning can ensure that the guidance given to parents and other educators is co-ordinated with the aid given to the child. If the aid to the child is not continued at home by the parents, the new meanings given by the therapist are contradicted, resulting in cognitive confusion, affective lability and negative meaning assignment on the normative level. Therapy always involves the contributions of the parents, the child and the therapist. Parental guidance and assistance to the

child should go hand in hand in any counselling service. No child is able to find his way through life independently, let alone the deviant child. Any counselling service is temporary and serves only as a bridge until the usual course of child raising can be resumed.

- This does not imply that parents cannot benefit from attending group discussions offered as a counselling service. However, such discussions can only be regarded as parental orientation and cannot replace parental guidance with regard to their own children.
- Most counselling services lack systematization, arrangement and co-ordination, so that intuition and passing insights are often relied upon. Therapy often takes unexpected and unpredictable turns and the therapist who lacks guidelines for orientating himself may push the child in an unplanned direction without good effect. Theoretical insight is therefore essential, but the skill and experience of the therapist should not be under-estimated.

4 Current situation regarding research on counselling services

After I had studied the HSRC's extensive list of research projects regarding counselling services for children in South Africa, I reached these conclusions:

In terms of expenditure on research and development the human sciences are sorely neglected: the ratio in 1977/1978 was 9,6 % for the human sciences to 90,5 % for the natural sciences. The human sciences, however, have great potential, if the large number of highly qualified human scientists and the extent of the problems in the area of the human sciences in South Africa are taken into account — the individual and cultural diversity of the population the rapid political and technological developments, the specific political situation — as well as the rapidly increasing need for research in almost all spheres of life, and the growing receptiveness of decision makers to such efforts.

Could the new Divorce Act (Act 70 of 1979) not have benefited from responsible research on decisions regarding the children involved? How much research and how many research results are evident in current divorce counselling services? These are the sort of questions I find myself asking.

Human scientists do not make enough use of the help available to assist them in their research. Human sciences research needs greater involvement by the qualified expert throughout the course of the research and human scientists should learn to use assistance, particularly available personnel, more fully.

The pursuits of human scientists are rarely aimed directly at implementation and development. How much of the research conducted for doctoral and Master's degrees is implemented in practice? Much research has been done on counselling services at children's home; how many members of staff at such homes know about this research and are able to utilize it?

The most problematic aspect of research into the human sciences is the implementation of findings. It is not only research findings that are important, but also the knowledge and training of the human scientist. According to a study by the National Science Foundation (1969), the terminology of the social scientist is not easily understood by the layman, the human scientist hesitates to tackle specific problems for which there are no ready answers, and a mediator who can put the new knowledge into practice often does not exist.

An amazing finding of a monumental international study was that there is no relation between available economic and physical means and the quality of research input in a country — a group may thus be poor but conduct research of a high quality, or be rich but ineffective. The matter of non-measurable variables such as intuition is also of critical importance.

5 Summary

- According to the President of the HSRC, research in the human sciences can undoubtedly look forward to an exciting future, because of the intense need that exists at this moment in our country's history for the inputs of human scientists. The situation at present is serious and demands strategies for survival from all of us.
- The creation of the South African Plan for Research in the Human Sciences has enabled human scientists and the principal users of research results to agree on a work methodology that has given firm foundation to matters such as research development, problem orientated research and the determination of the priorities of national problems. An infrastructure has thus been created to enable human scientists collectively and on a purely scientific basis to make an essential contribution to the greater understanding and solution of national problems.
- The establishment of branches of scientific, social, constitutional, economic and physical planning, as well as of the President's Council, has provided an infrastructure that has removed

political pressure from researchers and made it possible to utilize the input of human scientists to the advantage of South Africa and its people.

In my opinion, many other countries must envy South Africa its infrastructure for the implementation of research results in the human sciences. Human scientists are obliged to make their contribution.

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Epilogue

I. Snyman

Ten years ago, priorities in services for families related primarily to preparation for family life, family enrichment and family counselling. Since then, several projects on family enrichment and parent effectiveness have been developed, evaluated and refined. Family counselling has increasingly focused on marital therapy, divorce counselling and child counselling.

Simultaneously the realization has grown that family services are often ineffective and expensive because needs and problems on the one hand and services on the other are not always well matched. This has led to greater efforts to refine diagnostic and assessment instruments for use in family work. The urgency of such refinement has also been felt more and more by social workers who are increasingly called upon to act as professional witnesses in court.

It has also been realized that many families have members with exceptional needs, and therefore require special attention and services. Family members with special needs are the aged (especially the very old), the disabled (more particularly victims of statutory and other violence) and HIV/AIDS victims.

Domestic violence seems to have increased or, at least, society has been sensitized to it to a greater extent, and detecting and dealing with child abuse and wife battering have become a priority with many community services not traditionally concerned with welfare matters.

There has also been a trend towards multidisciplinary action, particularly in work related to violence and AIDS, but also in family enrichment and child counselling. In addition, partnerships between public and private authorities for rendering family services were reviewed during the International Year of the Family (IYF, 1994), and are expected to be enhanced and developed in the years to come.

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